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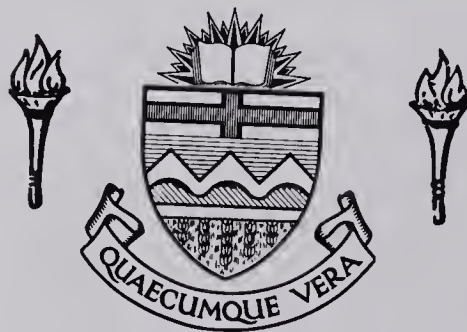
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THE UNIVERSITY OF ALBERTA

A COMPARATIVE STUDY OF OBJECTIVES IN THE SENIOR HIGH SCHOOL  
SOCIAL STUDIES IN WESTERN CANADA

BY



EDWARD RAITZ

A THESIS

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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Comparative Study of Objectives in the Senior High School Social Studies in Western Canada", submitted by Edward Raitz in partial fulfilment of the requirements for the degree of Master of Education.

THE  
HISTORY OF THE  
CITY OF BOSTON

FROM THE FIRST SETTLEMENT  
TO THE PRESENT TIME  
BY  
JOSEPH NEALE  
OF THE BOSTON BAR  
IN TWO VOLUMES  
VOL. I.  
BOSTON: PUBLISHED BY  
J. NEALE, 1822.

## ABSTRACT

Authorities in the field have revealed clear but not always favorable characteristics of objectives in social studies. The social studies objectives are often described as broad, vaguely defined and proliferous. The purpose of this study, therefore, was to investigate the provincial statements of senior high school social studies objectives framed by the provinces of Alberta, British Columbia and Saskatchewan in order to identify certain characteristics and to discern patterns of purpose or trends.

The study was confined to the objectives enunciated by provincial authorities during periods of course introduction and curriculum revision beginning in 1936 and ending in 1967.

Provincial programs of study and course guides provided the primary source of the basic data required for comparative analysis.

All the objectives listed in provincial publications pertinent to this study were initially identified as either general or specific in nature. However, in order to provide more descriptive bases for purposes of analysis, both the general and specific aims were placed in appropriate subcategories in the cognitive and affective areas. This form of classification was accomplished with the aid of two systems designed by university examiners and published in the form of handbooks as the Taxonomy of Educational Objectives: Cognitive Domain edited by Benjamin S. Bloom and generally referred to as "Bloom's Taxonomy" after the editor; and the Taxonomy of Educational Objectives: Affective Domain written by David R. Krathwohl and associates.

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The results of the investigation showed that the provincial statements were commonly concerned with the need to place importance on intellectual skills, ideals of citizenship and democracy, and social attitudes. The characteristics of generality and broadness were evident in a significant number of objectives in all the provincial statements. Only one province showed a major proliferation of aims.



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## CHAPTER I

### THE NATURE AND SIGNIFICANCE OF THE STUDY

#### I. STATEMENT OF THE PROBLEM

Investigators and the accepted authorities in the field of social studies have repeatedly commented on the wide variety of objectives. Professor Deyell of the University of British Columbia deploring the long list of purposes stated that "nationally recognized leaders of the social studies movement examining the problem independently, have found, in effect, that the social studies, in appropriating to itself all the aims of general education has become everything in general and nothing in particular."<sup>1</sup>

Further evidence in the related literature described the stated objectives in the social studies as broad and vaguely defined; and as too generalized and nebulous and that the social studies have tended to appropriate all the objectives of general education.<sup>2</sup> Evidence from research also made frequent reference to the nebulous phrasing and the prodigious number of statements.<sup>3</sup> It appeared that

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<sup>1</sup>Edith Deyell, "Ferment in the Social Studies - Where Will it Lead?", Canadian Education and Research Digest, Vol. 4, No. 1, March, 1964, p. 56.

<sup>2</sup>Lawrence E. Metcalf, "Research on Teaching the Social Studies," Handbook of Research on Teaching, American Educational Association (Chicago: Rand McNally and Company, 1963), p. 930.

<sup>3</sup>Encyclopedia of Educational Research (American Education Research Association, 1960), p. 1296.



the general character of the social studies objectives had remained unchanged, particularly with reference to characteristics of broadness and proliferation. Marion Brady recently confirmed this belief with the statement that "the objectives which the social studies have adopted over the years are of almost heroic dimensions."<sup>4</sup>

In a changing society the objectives in the social studies should be open to revision; there is a need to examine the characteristics and trends of social studies aims and to evaluate the major tasks of the social studies. For example, the following question may be raised. To what degree do the provincial systems promote sound character and citizenship and provide for a continuum of development through social studies objectives; of skills, knowledge, attitudes and appreciations, and specifically, critical thinking within the limits imposed by maturity and ability?

With the rapid advance of modern technological and social changes emphasizing the need for comparative educational data coupled with the views of related literature there seems to be a challenge and a need for a comparative examination of the objectives underlying the social studies in the three provincial systems.

## II. PURPOSE OF THE STUDY

The primary purpose of this investigation is to prepare a comparative study of the senior high school social studies objectives printed in provincial statements by Alberta, British Columbia and Saskatchewan.

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<sup>4</sup>Marion Brady, "A New Social Studies," Phi Delta Kappan, October, 1966, p. 71.





This research will attempt to answer the following questions:

Are the objectives in the senior high school social studies too generalized? Are they too vague and nebulous?

What are the trends? Is there any evidence of a movement toward a proliferation of objectives?

How true is the repeated statement which appears in related literature that the social studies tend to appropriate all the objectives of general education.

Can the investigation reveal any significant common elements, differences and uniqueness?

What are the major tasks of the social studies?

The secondary purpose of this study is to bring out data which may be useful in the formulation of more specific statements of objectives and also provide aid for further research in the field. An analysis of objectives in the senior high school social studies could provide data which may lead the way to a statement of objectives which ought to be understandable by every practitioner. Objectives should give unity, meaning and direction to activities associated with the course and provide the basis for building curricula.

### III. PLAN OF THE STUDY

The objectives in the social studies taught at the senior high school level in the provinces of Alberta, British Columbia and Saskatchewan were investigated on a comparative basis. The basic data were secured from provincial programs of study and curriculum guides.

In the curriculum guides the objectives appeared in the form of general statements or specific statements. The objectives in these





two broad areas were separated and identified as cognitive (understandings, skills) and affective (interests, attitudes, appreciations and values). In the next phase of the analysis each objective was classified and placed in the appropriate sub-category listed under the cognitive domain or the affective domain.

The data thus obtained were considered for comparison in the following areas:

1. The objectives were studied in the area of homogeneity on the basis of features common or similar in character for use as referents of common factors.
2. The objectives were compared in the area of disparity to show significant differences.
3. All the possible characteristics of objectives were drawn out for comparison in order to perceive clusters of descriptive attributes (broad, vague, nebulous).
4. A comparison was made of the underlying trends or general directions of change and proliferation.
5. The objectives were compared as to the emphasis on social values as distinct from the emphasis on individual values.
6. Evidence of the existence of objectives peculiar to the social studies as distinguished from objectives of general education was compared.
7. The relationship of objectives in the selected provinces was investigated as to the major tasks of the social studies.

Since some of the aims and objectives arise from values and needs associated with our society or with prominent groups or individuals within it, and since other objectives are associated with human values



that have long endured and are not at all linked to contemporary trends or conditions, for example the development of critical thinking, it seemed appropriate to apply the following five-point evaluative criteria to conclude the processing of the data:

1. The criterion of Social Adequacy was concerned with the relationship of the objectives to social circumstances.

2. The criterion of Basic Human Needs was related to basic needs that have been identified with food, shelter, protection and derived needs such as tastes, likes, dislikes, desires, skills, movement and social recognition. The evaluative question applied at this point was: does the relationship between basic needs and objectives hold only for individuals or all members of society, regardless of social status?

3. Under the criterion of Democratic Ideals valid educational objectives were consistent with the democratic ideology, for example, the realization of values for masses of people.

4. Under the criterion of Consistency and Noncontradiction the objective which was neutral or consistent with others was considered not contradictory.

5. With reference to the criterion of Behavioristic Interpretation the objective was not explicit until its meaning in terms of actual behavior was known. An objective such as "critical thinking" was invalid unless it could be put into terms of human behavior.<sup>5</sup>

#### IV. DEFINITION OF TERMS

A number of terms used throughout the study are defined below for the purpose of this study.

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<sup>5</sup>B.O. Smith, W. O. Stanley and J.H. Shores, Fundamentals of Curriculum Development (New York: World Book Company, 1957), pp. 107-123.





Although the term social studies is sometimes used interchangeably with social sciences, it will have the more common usage in this study of the social sciences which have been adapted for use in the schools. This knowledge may be presented as an integrated course in which the content is drawn from the various social sciences and woven into a single course.

The social sciences consist of those branches of knowledge which are concerned with the life and activities of man in society. Although there is considerable debate about which subjects constitute the social sciences, those generally included are history, geography, sociology, anthropology, social psychology, economics and political science. An attempt is made to study society in a logical, organized manner.

Both terms indicate fields of materials which deal with human relationships. The social sciences are scholarly and advanced studies of human relationships. "They are the products of research, thought, and experience. On the other hand, the social studies are those portions of the social sciences which have been selected for instructional purposes."<sup>6</sup>

The term "instructional" provides the distinguishing characteristic of the social studies which "comprise a portion of the school curriculum wherein the content, findings and methods of social sciences are simplified and reorganized for instructional purposes."<sup>7</sup>

The term, objective is defined in operational terms as a statement of "a kind of behavior pattern which the school seeks to have the student develop."<sup>8</sup>

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<sup>6</sup>Encyclopedia of Educational Research, op. cit., p. 1214.

<sup>7</sup>Encyclopedia of Educational Research, loc. cit.

<sup>8</sup>Marvin D. Alcorn, Issues in Curriculum Development (New York: World Book Co., 1959), p. 178.





Cognitive objectives involve those intellectual characteristics such as simple knowledge of facts, understanding, comprehension, ability to apply principles, ability to analyze, ability to synthesize, and the ability to evaluate the overall worth of communication or experience.<sup>9</sup>

Affective Objectives include those objectives of affective nature which involve the emotional element and are commonly concerned with the use of such words as appreciation, attitude, value, interest, and the like.<sup>10</sup>

## V. LIMITATIONS OF THE STUDY

The following limitations of the study are noted:

1. The study will be limited to the senior high school programs in social studies in the three Western Canadian provinces, namely: Alberta, British Columbia and Saskatchewan, the only provinces in Canada where two or more social studies courses are offered at the senior high school level.
2. Except for related literature the study will be confined to the objectives enunciated by provincial authorities in educational publications printed during the introductory period of the program and during periods of revision. The time span of the investigation will begin in 1936 and end in 1967.
3. No effort will be made to involve the teaching force. Nor will there be any effort made to relate this study to methodology or to measure the effectiveness or achievement of objectives.

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<sup>9</sup>Paul L. Dressel, "The Role of Evaluation in Teaching and Learning," Thirty-fifth Yearbook of the National Council for the Social Studies, Chapter 1, 1965, p. 11.

<sup>10</sup>Ibid.



## VI. OVERVIEW OF THE INVESTIGATION

The remainder of this study is presented in Chapters II, III, IV, V and VI according to the following plan.

Chapter II reviews some of the research that has focused on the study of objectives in social studies. It includes a review of investigations and literature that have employed the study of objectives concerned with general education.

Chapter III discusses the experimental design of the study and the procedure followed in obtaining the data and the method of classifying the objectives pertinent to the study. The analysis of the data and the results of the investigation are given in Chapters IV and V. Chapter VI gives a summary of the findings, conclusions, and implications for further research.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### I. REVIEW OF CURRENT EDUCATIONAL AIMS

Frederick Enns compiled a report for the 1962 Canadian Conference on education on the aims of education in Canada.<sup>1</sup> This brief study proposed two kinds of statements of objectives for general education: those which appeared in provincial publications and those which have been proposed during recent years by royal commissions on education. The report outlined the provincial statements of aims at three levels, namely: primary and elementary education, junior high school, and senior high school. Four commissions made statements regarding the aims of education. Since 1950 Ontario, Alberta, Manitoba and British Columbia reported their findings on education with specific statements of general aims.

Enns reported that there were three major objectives of secondary education in Alberta. "First, the fullest realization of personal potentialities; second, the preservation and improvement of the democratic social order; third, the understanding, utilization and improvement of the physical environment."<sup>2</sup>

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<sup>1</sup>Frederick Enns, editor, The Aims of Education in Canada, A Report Compiled for the Canadian Conference on Education, 1962, (mimeo).

<sup>2</sup>Ibid., p. 8.





The aims of the secondary schools in Saskatchewan paralleled very closely the above statement from Alberta.

In general there was very little significant difference in tone and content among the statements of aims for British Columbia, Alberta and Saskatchewan. According to the report the general aims for Canada as a whole were not much at variance:

There is little that is sharply different among the departmental statements of aims for Canadian Schools. All are concerned with the development of children both as individuals and as prospective citizens of a democratic society. All stress the mastery of skills, the understanding of both the natural and social environment, appreciation of the cultural heritage and development of sound mental and physical health.

Two Royal Commissions investigated education in Western Canada. Enns reported that both Commissions recommended intellectual development as the ultimate aim of general education.<sup>4</sup> According to the Alberta Royal Commission (1959) the major aim of education was to stimulate initiative, critical thinking and the ability to be intellectually self-directing.

A more positive indication of what the ultimate aim of general education might be in Alberta appeared in a study compiled by John Andrews for the Alberta Royal Commission (1959).<sup>5</sup> Public and professional opinion supported the basic intellectual tasks as the most important role of general education at the high school level. In 1966

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<sup>3</sup>Ibid., p. 10

<sup>4</sup>Ibid.

<sup>5</sup>Province of Alberta, Report of the Royal Commission on Education (Edmonton: The Queen's Printer, 1959), pp. 467 - 475.



the Inter-Provincial Conference on Manpower and Education modified the basic intent of general education in Alberta.<sup>6</sup> Although the intellectual character of the major goals of education at the secondary school level will continue to have precedence over all other purposes a specific reference was made to relate these goals to the economic and social goals of society.<sup>7</sup>

Very much like the statements of aims of general education in Canada the broad concepts of educational purposes of American education also stressed the development of individual capacities.

The Educational Policies Commission (1961) of N.E.A. referred to the central purpose of American education as an obligation that has been traditionally accepted by the school and was obviously directed toward the development of the ability to think.<sup>8</sup> It was not necessarily the sole purpose nor the most important but it was pervasive and ran through all other educational purposes. The Commission stated that "the development of every student's rational powers must be recognized as centrally important."<sup>9</sup>

Theodore Brameld did not accept the Commission statement regarding the central purpose of American education.<sup>10</sup> He pointed out that the statement was not adequate. The Commission did not indicate

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<sup>6</sup>The Inter-Provincial Conference on Manpower and Education The Alberta Position, September, 1966, Department of Education, Edmonton, Alberta, p. 14.

<sup>7</sup>Ibid., pp. 46 - 47.

<sup>8</sup>National Education Association of the United States, The Central Purpose of American Education, 1201 Sixteenth Street, N.W., Washington 6, D.C., 1961, p. 13.

<sup>9</sup>Ibid.

<sup>10</sup>Ibid.



the comparative importance of other purposes of education nor did it define the term "rational powers" which has different meanings to different people.

The President's Commission on National Goals in the United States also referred to the term "rational powers" without any specific elaboration as to its meaning.<sup>11</sup> The Commission, however, did refer to other purposes. It identified fifteen major goals at home and abroad, the most important was the maintenance of the democratic society, promotion of international understanding, and defense of the Free World.

Individual educators also made attempts to define the central purpose of American education. The following extract is from an article on "General Education" prepared by T.R. McConnell and others for the Encyclopedia of Educational Research:

The purpose of general education is to enable men and women to live rich and satisfying lives and to undertake the responsibilities of citizenship in a free society. Although general education seeks to discover and nurture individual talent, it emphasizes preparation for activities in which men engaged in common as citizens, workers, and members of family and community groups.<sup>12</sup>

Lawrence Downey established the humanistic approach to the ultimate objective of general education when he wrote that "a guiding purpose of the secondary school may be simply stated: to assist every individual to achieve the maximum realization of his potential."<sup>13</sup>

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<sup>11</sup> Byron G. Massialas and Andreas M. Kazamias, Crucial Issues in the Teaching of Social Studies, A Book of Readings. Englewood Cliffs: Prentice-Hall Inc., p. 1.

<sup>12</sup> Encyclopedia of Educational Research, 3rd Edition, American Education Research Association, 1960, p. 25.

<sup>13</sup> Lawrence W. Downey, The Secondary Phase of Education (New York: Blaisdell Publishing Company, 1965), pp. 68 - 69.







Continued reading and investigation of related literature concerned with the views on general education more or less revealed the same basic intent. Some educators, with minor changes in terminology, simply repeated statements made by other authorities in the field. Altogether current literature appeared to be stressing four ultimate requirements for a general education. These were:

1. The development of attitudes and ideas which will lead to a democratic citizenship.
2. The development of intellectual abilities.
3. The mastery of a certain amount of factual knowledge.
4. The mastery of certain fundamental skills.

## II. REVIEW OF CURRENT VIEWS OF MAJOR OBJECTIVES FOR SOCIAL STUDIES

A review of the current literature on the objectives for social studies revealed an active interest on the part of scholars in relation to the social studies. Authorities gave more attention to the needs in this field with secondary education receiving the main emphasis.

The views of the scholars as to the fundamental or overriding purposes of the social studies differed in terminology and the degree of stress but the basic intent was the same. One view stressed the development of "good persons" and the stimulation of the search for truth. Social studies objectives more often sought the development of "good citizens" and the teaching of truth. Cartwright believed that "the good person and the good citizen should be the same but the person comes first." Along with this humanistic view he was also convinced that "the other purpose that must dominate the social studies is the



search for truth. And for purposes of instruction, it is the search that must be emphasized."<sup>14</sup>

Arthur and David Bining expressed the major aims of the social studies as follows:

(1) the enrichment and development of the lives of pupils to the greatest extent of their abilities and powers within their environment, and (2) the training of pupils to take their places in a democratic society in such a way as to make their country a better place in which to live.<sup>15</sup>

Hemming was less concerned about the development of intellectual abilities as a major purpose in social studies; in his view the main aim was to give a better understanding of present problems and "to give our future citizens some true understanding of the development of mankind."<sup>16</sup> Engle's statement also showed concern about the development of the citizen, he said, "The goal of the social studies lies not merely in information but in the character of people. The goal is the good citizen."<sup>17</sup> In 1942 Wesley had taken a different view of the overriding purpose. He was more implicit and spoke of social and educational objectives as "those purposes which can no longer be expeditiously achieved by the home or other social agencies."<sup>18</sup>

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<sup>14</sup>William H. Cartwright, "The Future of the Social Studies," Social Education 30, February, 1966, p. 80.

<sup>15</sup>Arthur C. Bining and David H. Bining, Teaching the Social Studies in Secondary Schools, Third Edition (New York: McGraw-Hill Book Company, Inc., 1952), p. 33.

<sup>16</sup>James Hemming, The Teaching of Social Studies in Secondary Schools (London: Longmans, Green and Co., 1949), p. 6.

<sup>17</sup>Byron G. Massialas and Andreas M. Kazamias, op. cit., p. 20.

<sup>18</sup>Edgar Bruce Wesley, Teaching the Social Studies (Boston: D. C. Heath and Company, 1942), p. 78.



The National Council for the Social Studies viewed the most inclusive aim of social studies as a part of general education in the United States. The aim was stated as follows:

. . . to help young people learn to carry on the free society they have inherited, to make whatever changes modern conditions demand or creative imagination suggests that are consistent with the basic principles and values and hand it on to their offspring better than they received it.<sup>19</sup>

### III. REVIEW OF CURRENT VIEWS OF CHARACTERISTICS AND TRENDS OF OBJECTIVES FOR SOCIAL STUDIES

The production of a systematic, orderly procedure in the selection of suitable content based on a set of aims eliminates useless effort, undue repetition and overlapping and forms a criterion for a method of procedure. It would appear then that the basic function of goals supported by educators and presented by education departments in curriculum guides is to give direction.

Today every curriculum guide includes a list of objectives, purposes or desired outcomes. There is considerable evidence derived from research studies and related literature which would support the thesis that objectives serve a valuable function in the teaching process. Some of the literature, however, suggested "that in many cases the goals of social studies programs have not been stated in a clear, usable fashion, that inappropriate goals have been selected."<sup>20</sup>

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<sup>19</sup>Massialas, G. Byron and Andreas M. Kazamias, op. cit., p. 29.

<sup>20</sup>Dorothy McClure Fraser and Edith West, Social Studies in Secondary Schools (New York: The Ronald Press Company, 1961), p. 34.







An examination of the statements of purposes or objectives of the social studies as set forth in the general literature revealed several distinct characteristics and trends. The most impressive characteristic was the enormous number and variety of objectives that were alleged to guide social studies instruction. The following statement was presented by competent authorities in 1961:

Innumerable lists of goals or aims for the total school program and for the social studies have been drawn up during the past half century. Some have been short, others lengthy. One of the longest contained over 1400 objectives for the social studies, and many of the lists ran to 500 or more.<sup>21</sup>

Recent evidence, indicated however, that this multiplicity of the statements of objectives was undergoing a change. James High, in discussing social studies at the secondary level, stated in a 1962 publication, that "recently there has been a move toward re-evaluation of lengthy and disparate statements of educational objectives."<sup>22</sup>

The statement of objectives in broad general terms is another commonly revealed characteristic of social studies objectives in secondary schools. Some lists have stated goals in the most general terms, such as, "to produce adequate citizenship" or "social competence." James High in broad terms proposes that the "chief purpose of the social studies is to achieve equipment for citizenship in tomorrow's world which is only the inevitable extension of what has been known in all the yesterdays."<sup>23</sup>

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<sup>21</sup>Ibid., p. 33.

<sup>22</sup>James High, Teaching Secondary School Social Studies (New York: John Wiley and Sons, 1962), p. 51.

<sup>23</sup>Ibid., p. 61.



In 1961 Dorothy Fraser and Edith West made an effort to present a specific formula concerning the effective formulation and use of objectives. They said that establishing objectives was a midway step in the curriculum process. They also stated that this midway position "stands between the identification of goals and values accepted by society and the specific curriculum planning on an operational level."<sup>24</sup>

Fraser and West suggested four levels of goals for the social studies.<sup>25</sup> This system would provide a means of classifying objectives in such a way as to serve as a basis for the selection of content and learning experiences and also to serve as a criterion for evaluating pupil progress and the program.

The first level would classify the "all-school" goals; these are long-range objectives and are the most general in character. The general aims for the social studies would be listed at level two; these would also be long-range objectives ranging from early childhood grades through secondary school. The objectives of a particular social studies course would be placed at the third level in order to focus the year's work. At the fourth level the classification of definite goals for units of study would establish immediate and specific day-to-day work.

According to Fraser and West the classification of goals at four levels identifies the first basic characteristic of social studies objectives and that is scope - both long-range and immediate. In discussing the aims of education Bruner also stated that "in planning a curriculum, one properly distinguishes between the long-run objectives

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<sup>24</sup>Fraser and West, op. cit.

<sup>25</sup>Fraser and West, op. cit., pp. 34 - 35.





one hopes to achieve and certain short-run steps that get one toward that objective."<sup>26</sup> Bruner agreed that both the long-term and short-term statements of objectives were necessary for the sake of clarity.

Edgar Wesley and Stanley Wronski had both an idealistic and practical view of the scope of the major social studies aims. They maintained that the function of objectives was to point the way and to present challenges. They expressed this view in these words:

True objectives must be general, idealistic, largely abstract, and to a considerable degree unattainable. Patriotism, courage, cooperativeness, understanding, and scientific thinking are true, even though intangible objectives. They point the way; they continue as true objectives even though the student makes great progress toward them.<sup>27</sup>

Johnson associated a flexible approach with social studies objectives in an operational and humanistic way. In his view the aims in the social studies "are not static things." He stated that these objectives "are the dynamics of individual and social life. Neither are they fixed and absolute."<sup>28</sup>

#### IV. REVIEW OF RESEARCH

The major portion of the research evidence presented in this review of related literature was derived from investigative works prepared by American educators. Several Canadian reports provided a significant amount of useful information. For the purposes of this

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<sup>26</sup>Jerome S. Bruner, The Process of Education (New York: Vintage Books, 1960), p. 69.

<sup>27</sup>Edgar B. Wesley and Stanley P. Wronski, Teaching Social Studies in High Schools (Boston: D.C. Heath and Company, 1958), p. 71.

<sup>28</sup>Earl S. Johnson, Theory and Practice of the Social Studies (New York: The Macmillan Company, 1956), pp. 215-218.





review only one Alberta thesis appeared to be pertinent. There was evidence, however, that a number of other Canadian theses were related to this investigation.<sup>29</sup>

Gross, in describing the American scene in this area of research, stated that the "lack of research into objectives may reflect the manner in which social studies objectives are arrived at. Seldom the result of any kind of research, they are generally products of value judgments reflecting social traditions and forces in this country."<sup>30</sup>

Gross prepared the following general list of commonly accepted aims:

1. To respect the rights and opinions of others.
2. To be skillful in securing, sifting, evaluating, organizing and presenting information.
3. To assume social and civic responsibility.
4. To act in accord with democratic principles and values.
5. To become a judicious consumer.
6. To understand principal economic, social and political problems.
7. To learn about vocational activities and opportunities.
8. To understand the interdependence of peoples and groups.
9. To become a happy member of a home.
10. To make intelligent adjustment to change.
11. To get along with individuals and groups.
12. To use basic social studies skills.
13. To exercise critical judgment.
14. To understand and promote social progress.<sup>31</sup>

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<sup>29</sup>David Grant Embree, The Beginning and Growth of the Instruction in the Social Studies Provided by the Schools of Alberta, Unpublished M.Ed. Thesis, University of Alberta, Edmonton, 1952; M. M. Mill, The Growth of Social Science Concepts in Junior-Senior High School, Unpublished M.A. Thesis, University of British Columbia, 1948; Douglas William Ray, Experimental Comparison of Teaching Social Studies, Unpublished M.Ed. Thesis, University of Alberta, Edmonton, 1963.

<sup>30</sup>Encyclopedia of Education Research, Social Studies: Aims and Objectives, Third Edition, American Education Research Association, 1960, p. 1298.

<sup>31</sup>R.E. Gross, Research Studies In the Social Studies, A Paper Presented to the N.C.S.S., San Francisco, 1958, p. 9.



Gross also stressed the need for clear specific statements appropriate for the various social studies courses. He stated that "reviews of lists of objectives also indicate the virtue of concise and explicit statements realistically limited in number and stated behaviorally in terms comprehensible to the student and possible of evaluation."<sup>32</sup>

In a recent study Ruth Randall reviewed the objectives held for the social studies courses over the past half century. She pointed out that there was a "development of fewer, sounder aims and objectives."<sup>33</sup>

Randall also stressed the specificity of stated aims when she wrote that there was a "need for specific objectives to furnish guide lines for the selection of materials, and give direction to the goals or outcomes of the study in terms of student development."<sup>34</sup>

Most of the research reviewed for this study was developed in the sixties. For the sake of comparison and to point out possible changes and innovations in the statements of aim for the social studies a research study completed in the thirties was examined. In 1933 Robert Swindler stated that the "matter of social science objectives - study, formulation and classification - is of a very recent movement, little having been accomplished until with the past five years."<sup>35</sup> At this early date in the evolution of the social studies program the distinction between the terms social science and social studies was not clearly evident. Both terms were used interchangeably.

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<sup>32</sup>Ibid, p. 10.

<sup>33</sup>Ruth Esther Randall, The Training of Teachers for Social Studies Instruction, Unpublished M.Ed. Thesis, University of Alberta, Edmonton, 1963, pp. 39-41.

<sup>34</sup>Ibid.

<sup>35</sup>Robert E. Swindler, Social Studies Instruction in the Secondary Schools (New York: Prentice Hall, Inc., 1933), pp. 137-138.





Several interesting observations appeared in this early study completed by Swindler. He concluded that the social studies served as the chief agencies through which better citizenship training and practice could be attained and that "the criticism is quite general that objectives as a rule are too vague and general, and can become more specific and differentiated."<sup>36</sup>

Moving back into the sixties Edwin Fenton reported that forty or so U.S. curriculum projects were launched during the previous five years to reform the teaching of social studies and there was agreement "that objectives must be stated in behavioral terms that can be measured by evaluating instruments available to classroom teachers."<sup>37</sup>

Both periods in the evolution of the social studies, the thirties and the sixties, showed the same element of concern for the need to improve the objectives in the social studies.

Recent investigations revealed some promise of innovation and change. There was evidence of a changing outlook developing as to the concept of the nature of social studies objectives. Proponents of the new social studies stressed the need to apply more emphasis on affective objectives and developing the use of modes of inquiry.

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<sup>36</sup>Ibid., pp. 142, 145.

<sup>37</sup>Edwin Fenton, Teaching the New Social Studies in Secondary Schools (New York: Holt, Rinehart and Winston, Inc., 1966), p.v.





In his investigations Fenton discovered that the following three groups of aims for the social studies were commonly set forth by proponents of the new social studies:

1. Knowledge: the ability to recall or recognize ideas or phenomena that a student has experienced in the same form or in a similar form at earlier times.
2. Abilities and skills: the ability to find appropriate information and techniques in a student's experience to help him solve new problems or cope with new experiences. In the social studies, the modes of inquiry of historians and social scientists are an important part of these abilities and skills.
3. Affective objectives: the development of attitudes, understandings, and values that will promote a democratic way of life and help each student to develop a personal philosophy.<sup>38</sup>

The acquisition of knowledge or information was the most commonly stated educational objective in both the traditional and new social studies. Knowledge is basic to all other ends or purposes of education and serves as a prerequisite for intellectual abilities. The development of knowledge as an objective arises from the status of knowledge in our own culture and it is an important criterion of intelligence.

Arthur and David Bining classified the objectives of the more traditional approach to social studies into five groups as distinguished from the new social studies: "(1) acquiring of knowledge, (2) development of reasoning power and critical judgment, (3) training in independent study, (4) formation of habits and skills, and (5) training in desirable patterns of conduct."<sup>39</sup>

Wesley and Wronski suggested three large groups supporting certain basic understandings, skills and attitudes. They stated that

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<sup>38</sup>Ibid., p. 19.

<sup>39</sup>Arthur C. Bining and David H. Bining, op. cit., p. 34.



"any worthwhile social studies program is designed to enable the student to gain certain basic understandings, acquire necessary skills, and develop attitudes that are needed for effective citizenship in a democratic society."<sup>40</sup>

#### V. SUMMARY OR CONCLUSION RESULTING FROM A REVIEW OF THE LITERATURE

This chapter endeavored to provide a background of understanding of the relationship of the general purposes of education and the major objectives for the social studies.

There was evidence to show that the general aims for education in Canada as a whole are not much at variance. Both in Canada and the United States the basic concerns of general education continued to be the development of individual capacities, the maintenance of the cultural heritage and citizenship training. There was less stress on factual knowledge. Recently in Canada specific references were made to relate the economic goals of society to the major goals of education, for example, under a provincial-federal scheme the position was accepted that the secondary school has some responsibility for technical and vocational training.

The major objectives of secondary education in Alberta, British Columbia and Saskatchewan were directed toward the fullest development of personal potentialities, the preservation and improvement of the democratic society and the understanding of the physical environment.

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<sup>40</sup>Wesley and Wronski, op. cit., p. 77.



A study of the literature showed that the development of "good citizens" was a traditional aim of the social studies. This most inclusive outcome of social studies was viewed as a part of general education. In the past decade there was agreement among the scholars to indicate that the objectives of the social studies blended with the general objectives of education to the point where it may be concluded that the social studies can serve as chief agencies for the training and practice of citizenship. This training for citizenship was most often expressed as a major outcome for general education in terms of understandings, skills, habits, abilities, attitudes along with the acquiring of knowledge and advancement in intellectual life.

From this investigation of related literature several distinct characteristics and trends of objectives in social studies became evident.

The literature indicated that the goals of social studies lacked the clarity and precision needed to give explicit direction. There was a tendency to state social studies objectives in such broad terms that they provided little or no guidance in the planning of learning experiences. During the sixties, however, more concern was directed to writing operational and functional statements. The designing of various classifications of aims to establish some order of statements to guide teaching and for evaluation tended to give the social studies objectives more clarity and direction.

Open criticism on the part of scholars without advice to remedy was commonly evident; however, a significant number of authorities in the field were concerned about what the character of the social studies objectives should be, that is, in the sense that objectives should







provide direction and motivation and facilitate the organization of the student's learning experiences.

The most distinct characteristic of the statements of social studies objectives was the large number of aims that were alleged to guide social studies instruction. Recent evidence indicated a trend toward re-evaluating the need for multiplicity of the statements of social studies objectives.

Growing out of the related literature, which tended to repeat itself, three considerations for the purposes of the social studies appeared to be developing particularly from the point of view of the Canadian authorities on the subject. These three considerations may be stated simply as (1) the transmission of important elements of great cultures of the world, (2) the improvement of society, (3) developing the talents of the individual.



## CHAPTER III

### DESIGN OF THE STUDY

#### I. PROCEDURE

The data were drawn chiefly from provincial statements of objectives as they are printed in official curriculum guides and courses of study. Official statements prepared by the Departments of Education of Alberta, British Columbia and Saskatchewan and relating specifically to the objectives of the senior high school social studies programs have been examined. The basic approach was to confine the analysis of data to certain periods in the history of social studies teaching in the high schools of each province. The earliest period began in Alberta in 1936. The research procedures and techniques involved the task of first gathering the data existing in the provincial statements of objectives dating back to the beginning or the introductory period of the social studies courses. Further examination of the data was restricted to the periods of curriculum revisions up to and including the school year of 1966-67.

Tables I, II and III identify the provincial statements of objectives by grade and year of publication, which were analyzed and classified as either cognitive or affective in character. These statements of objectives were formulated during the introductory and revision periods of the social studies programs in Alberta, British Columbia and Saskatchewan. Each province provided a number of re-



prints of curriculum guides during the intervening years. In this study an attempt was made to select the year of publication which presented a full statement of objectives for the total high school social studies program in each province. The first appearance of such publications generally followed a period of experimentation, revision and gradual introduction by grades.

TABLE I

ALBERTA OBJECTIVES ANALYZED FOR CLASSIFICATION PURPOSES

| Grade | 1939 | 1946 | 1955 | 1965 |
|-------|------|------|------|------|
| X     | X    | X    | X    | X    |
| XI    | X    | X    | X    |      |
| XII   | X    | X    | X    |      |

The 1946 objectives in Alberta were listed as General Objectives for Social Studies 1, 2 and 3. No attempt was made to present specific objectives by grades. All the specific objectives listed in the 1965 curriculum guides for Social Studies 20 (Grade XI) and for Social Studies 30 (Grade XII) were identical to the statements of objectives in the 1955 curriculum guides for the Social Studies 20 and 30 courses.

TABLE II

BRITISH COLUMBIA OBJECTIVES ANALYZED FOR CLASSIFICATION PURPOSES

| Grade | 1951 | 1952 | 1954 | 1960 |
|-------|------|------|------|------|
| X     | X    |      |      | X    |
| XI    |      |      |      | X    |





The 1960 statements of objectives for the British Columbia social studies courses 20, 30, 32 and 33 were in effect during the 1966-67 school year. These courses apply to grades X and XI only. The social studies do not extend to grade XII and XIII in this province. A number of specific statements of aims and purposes for Social Studies 20 appeared in 1951. The specific statements of objectives proposed for Social Studies 30 in 1952 and for Social Studies 32 and 33 in 1954 were restated in the 1960 bulletin. A full statement of all the objectives for Social Studies 20, 30, 32 and 33 was printed in 1956. Since the 1960 objectives are exact reprints of the 1956 statements the publications produced during the former year were selected for analysis purposes because they were more recently in effect.

TABLE III

SASKATCHEWAN OBJECTIVES ANALYZED FOR CLASSIFICATION PURPOSES

| Grade | 1950 | 1961 | 1962 | 1963 |
|-------|------|------|------|------|
| X     | X    | X    |      |      |
| XI    | X    |      | X    |      |
| XII   |      |      |      | X    |

The Saskatchewan objectives were first framed in 1946, the introductory year of the social studies program in the senior high schools of that province. The actual printing of these objectives in official form did not appear until 1950. The statement presented general objectives for Social Studies X, XI and XII and specific objectives for the grade X and XI courses. There were no statements of specific objectives at the XII level of the program. A revised statement



of objectives for the senior high school social studies programs in Saskatchewan, and currently in effect, was introduced by grades in three consecutive years beginning in 1961.

The following table identifies and evaluates the social studies programs from which the data were drawn.

TABLE IV  
EVALUATION OF SOCIAL STUDIES PROGRAMS

| PROVINCE         | GRADE X              | GRADE XI                     | GRADE XII             |
|------------------|----------------------|------------------------------|-----------------------|
| Alberta          | Social Studies<br>10 | Social Studies<br>20         | Social Studies<br>30  |
| British Columbia | Social Studies<br>20 | Social Studies<br>30, 32, 33 |                       |
| Saskatchewan     | Social Studies<br>X  | Social Studies<br>XI         | Social Studies<br>XII |

Table V records the initial years of the printing of full statements of objectives for each province along with the years when general revisions were completed in one or more senior high school social studies programs.

Integration of subject matter and individual differences led in 1936 to the introduction of Social Studies courses in grades I - XII of the Alberta curriculum. After a period of adjustment by 1939 the objectives of the new courses in the Senior High School Social Studies in Alberta were fairly explicit and remained unchanged until 1945. Further revisions and changes in the statements of objectives were completed in 1946 and again in 1955. The current program of studies printed in 1965 outlines a revised list of objectives for Social Studies 10. The



objectives for Social Studies 20 and 30 are reprints of the 1955 publication.

The 1960 statements of objectives for the senior high school social studies courses in British Columbia still apply and are identical to the statements presented in the 1956 publications. The general objectives which applied to all courses in the social studies were first set forth in the introduction to The Social Studies in 1950 and subsequently restated in official bulletins in 1952, 1956 and in 1960. Social Studies 20 was framed in 1951 and Social Studies 30 was introduced in 1952. Social Studies 32 and 33 appeared as new courses with statements of specific objectives in 1954. These objectives were restated in the 1960 bulletin.

In Saskatchewan the term social studies was first adopted for the high schools in 1946 when the outlines for the high school social studies were framed but not actually printed until 1950. The current programs of study for the senior high school social studies present the first major revision of objectives since 1950. These bulletins appeared as official publications effective on the following dates: Social Studies X, July 1, 1961; Social Studies XI, July 1, 1962; and Social Studies XII, July 1, 1963.

TABLE V

YEAR OF PUBLICATION OF SOCIAL STUDIES PROGRAMS PROVIDING DATA

| PROVINCE | INITIAL | REVISION | REVISION | CURRENT |
|----------|---------|----------|----------|---------|
| Alberta  | 1939    | 1946     | 1955     | 1965    |







TABLE V (Continued)

| PROVINCE         | INITIAL              | REVISION | REVISION | CURRENT              |
|------------------|----------------------|----------|----------|----------------------|
| British Columbia | 1951<br>1952<br>1954 |          | 1956     | 1960                 |
| Saskatchewan     | 1950                 |          |          | 1961<br>1962<br>1963 |

II. METHOD OF ANALYSIS

Classification schemes drawn from two taxonomies of educational objectives were applied to the data in order to reach generalizations and to trace significant trends and characteristics for further comparative analysis.<sup>1</sup> These classification schemes offered a practical method of arranging the data according to their natural relationship and in a hierarchical order.

Bloom's Taxonomy provided the classification scheme for the analysis of objectives in the cognitive domain. The taxonomy framework is outlined in the form of categories and subcategories in the Appendixes.<sup>2</sup>

The whole taxonomy contains six major classes listed under the following headings:

<sup>1</sup>Benjamin S. Bloom, editor, Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain (New York: David McKay Company, Inc., 1956), pp. 62-207; David R. Krathwohl, Benjamin S. Bloom and Bertram B. Masia, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964), pp. 95-185.

<sup>2</sup>Appendix D.



- 1.0 Knowledge
- 2.0 Comprehension
- 3.0 Application
- 4.0 Analysis
- 5.0 Synthesis
- 6.0 Evaluation

The Taxonomy of Educational Objectives: Affective Domain offered a method of classifying objectives in the affective area. The affective taxonomy also appears in outline form with categories and sub-categories in the Appendixes.<sup>3</sup> The outline is divided into five levels listed under the following headings:

- 1.0 Receiving
- 2.0 Responding
- 3.0 Valuing
- 4.0 Organization
- 5.0 Characterization by a Value or Value Complex

The Dewey decimal system applied to the classification schemes served as a convenient means of identifying the objectives listed by their cardinal numbers in the tables constructed for purposes of analysis.

### III. FORM OF ANALYSIS

Both taxonomies provided systems for describing and ordering the cognitive and affective statements of objectives in the senior high school social studies programs for the purpose of comparison and study.

These classification schemes for cognitive and affective objectives are abstractions which arbitrarily make divisions among statements

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<sup>3</sup>Appendix E.



of objectives for the convenience of analysis and to identify characteristics. Concentration on specifying behavior in only one domain at a time was a fundamental procedure.

Although there is some cognitive component implicit in every affective objective for practical purposes only the affective nature was considered. The complexities of the relationship between the cognitive and affective domains was not the concern of this study.

For purposes of comparison the most practical form of analysis of social studies objectives was in the form of a grid or blueprint illustrated as follows:

Classification

|            |  |  |  |  |  |  |  |  |
|------------|--|--|--|--|--|--|--|--|
| Objectives |  |  |  |  |  |  |  |  |
|            |  |  |  |  |  |  |  |  |
|            |  |  |  |  |  |  |  |  |
|            |  |  |  |  |  |  |  |  |
|            |  |  |  |  |  |  |  |  |
|            |  |  |  |  |  |  |  |  |

Fig. 1 CLASSIFICATION SCHEME

IV. TREATMENT OF THE DATA

Statements of objectives were compiled and numbered in a uniform fashion without disturbing the meaning, context or implication and listed according to course number, year of official publication, and province.<sup>4</sup> These data were grouped under two major headings: general objectives and specific objectives. The general and specific statements of objectives were treated separately by grades and provinces along with the identification of data as cognitive or affective.

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<sup>4</sup>Appendixes A, B, C.





The following evaluative criteria<sup>5</sup> were applied:

1. Social Adequacy

Are the needs of society met?

2. Basic Human Needs

Are the individual needs taken into account?

3. Democratic Ideals

Are the intellectual and moral commitments of society supported consistently under a state of free inquiry?

4. Consistency and Noncontradiction

Are the objectives square with each other?

5. Behaviouristic Interpretation

Are the objectives meaningful enough to be explained by behaviour?

#### SUMMARY

This chapter provides descriptive statements of the research design for this study. The areas examined involve procedure, source of data, method and forms of analysis and the treatment of the data. The application of Bloom's Taxonomy in the cognitive area and the adaptation of Krathwohl's study for affective objectives formed the classification schemes which were organized primarily to detect and identify the characteristics of social studies objectives for comparative purposes. The application of evaluative criteria completed the analysis.

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<sup>5</sup>B.O. Smith, W. O. Stanley and J.H. Shores, Fundamentals of Curriculum Development (New York: World Book Company, 1957), pp. 107-123.



## CHAPTER IV

### FINDINGS: THE ANALYSES OF PROVINCIAL DATA

#### I. PRELIMINARY ANALYSIS

Ten per cent of the 413 objectives drawn from the statements framed by the provincial authorities in Alberta, British Columbia and Saskatchewan were analyzed on a preliminary basis for the purpose of checking the reliability of the method of assigning objectives to different levels of the cognitive and affective domains. Random samplings were selected from each set of provincial statements and classified on practice tables. After an interval of one month the same samplings of the data were again classified on a second set of practice tables.

A comparison of the two sets of practice tables showed a consistent uniformity in the placement of objectives under the major categories of the cognitive and affective domains.

The classification of a number of broad statements of objectives under the subcategories revealed variations in the placement levels. This lack of uniformity appeared to apply to objectives which were broad or general in character. These broad outcomes could be included under more than one category or subcategory in a taxonomy. To assure a greater degree of uniformity in the analyses of the provincial data the rule was adopted to place the objective under the highest type of classification (the most complex) which was appropriate.



## II. ILLUSTRATIVE OBJECTIVES

The following descriptive information will attempt to illustrate how the stated objectives were classified. The categories and subcategories of the cognitive domain are outlined in Appendix D and those of the affective domain appear in outline form in Appendix E.

The cognitive domain included those objectives which dealt with the recall or recognition of knowledge and the development of intellectual abilities and skills. The following three objectives selected for purposes of illustration were classified in the cognitive domain.

To develop knowledge of the methods of performing basic research. (Objective 16).<sup>1</sup>

The emphasis on knowing, and possibly remembering, placed this objective under the general heading of 1.0 Knowledge. Since the emphasis appeared to be on the knowledge of methods of basic research rather than on the ability to perform basic research, this objective was classified as 1.2 Knowledge of Ways and Means of Dealing With Specifics.

To acquire skill in locating essential information concerning a topic and in assembling this in a systematic way for presentation to the class. (Objective 47).<sup>2</sup>

The first part of this objective emphasized the identification of elements included in a communication and as such it would be an example of 4.0 Analysis; however, the second part of the objective placed emphasis on the putting together of elements so as to form a whole, thus bringing the objective to the next level of the cognitive domain, 5.0 Synthesis. It was further defined as the first subcategory

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<sup>1</sup>Appendix A, Social Studies 1, 2, 3, (1946).

<sup>2</sup>Appendix A, Social Studies 20, (1955).





of synthesis, 5.1 Production of a Unique Communication. For the individual writer or speaker the emphasis was on the communication, rather than on the other types of synthesis defined under the category of synthesis.

To acquire skill in how to read Social Studies material with understanding. (Objective 32).<sup>3</sup>

The emphasis on reading and comprehension placed this objective under the major category of 2.0 Comprehension. This objective was classified as 2.2 Interpretation, since this is the subcategory of comprehension which emphasized the grasping of the meaning of a written work.

The affective domain included objectives which described changes in interest, attitudes and values, and the development of appreciations and adequate adjustment. The following statements of objectives were selected from the data to illustrate how objectives were classified in the affective domain:

To develop tolerance of other cultures and ways of life. (Objective 47).<sup>4</sup>

The emphasis on the word tolerance, indicating at least a simple awareness of the phenomenon or stimulus, placed this objective under the general heading of 1.0 Receiving. Since the meaning of tolerance suggested more than just simple awareness the objective was, therefore, classified at the second level of the receiving category as 1.2 Willingness to Receive.

To develop an enjoyment of personal rights and privileges with the acceptance of personal responsibilities and duties. (Objective 5).<sup>5</sup>

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<sup>3</sup>Appendix B, Social Studies 20, 30, 32, 33, (1960).

<sup>4</sup>Appendix A, Social Studies 10, (1965).

<sup>5</sup>Appendix B, Social Studies 20, 30, 32, 33, (1960).



The term acceptance placed this objective beyond the level of simply attending to a phenomenon and indicated that there was some activity involved. This objective would be placed in the category of 2.0 Responding. Since the word enjoyment immediately suggested that the salient feature of this objective was the emotional component which accompanied the response the objective was classified, therefore, as 2.3 Satisfaction in Response.

To show an attitude of loyalty to the basic principles underlying democratic constitutions. (Objective 57).<sup>6</sup>

This objective, as a whole, suggested a desirable behavior which has worth. An individual displaying this behavior would be perceived as holding a value. This would place such an objective under the category of 3.0 Valuing. Since a high degree of certainty would be involved with an attitude of loyalty the objective was classified as 3.3 Commitment.

### III. ANALYSES OF COGNITIVE OBJECTIVES BY PROVINCES

#### ALBERTA OBJECTIVES IN THE COGNITIVE DOMAIN

The Alberta objectives which were examined for classification purposes appeared in curriculum guides printed in 1939, 1946, 1955 and in 1965. To simplify the process of analysis these objectives were treated as general objectives which concerned the senior high school social studies program as a whole or as specific objectives which related directly to the courses prepared for grades X, XI and XII.

Each table heading and the cardinal numbers listed under Objectives correspond with the headings and numbers listed with the Alberta Objectives in Appendix A.

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<sup>6</sup>Appendix B, Social Studies 20, (1955).





The Dewey decimal scheme corresponds with the divisions and subdivisions of the cognitive classification. The category of each objective was indicated with an "X." The numbers starred referred to objectives in the affective domain which were reserved for further investigation in this study.

Tables VI-IX classified the general and specific Alberta objectives printed in 1939.<sup>7</sup> A list of twenty-nine results showed that the major stress was on knowledge of facts and recall of general information. Only four objectives could be placed in the general category of intellectual abilities and skills. Nine objectives were identified as having an affective nature which gave a fairly strong indication that there was a real interest in the development of attitudes, values and appreciations.

The only senior high school social studies objectives specified for Alberta in 1946<sup>8</sup> were the general ones for Social Studies 1, 2 and 3. There were only nineteen objectives which is, comparatively speaking, a short list of aims for a program involving three courses. Table X showed eleven objectives in the cognitive domain. Compared to the 1939 objectives there appeared to be a better balance between knowledge objectives and those in the ability range. Mastery of material continued to be an important aim as illustrated by Objective 10, "To develop mastery of facts as an aid in logical thinking and purposeful inquiry." Eight objectives were placed in the affect-

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<sup>7</sup>Government of Alberta, Programme of Studies for the High School, Bulletin III (Edmonton: The King's Printer, 1939).

<sup>8</sup>Government of Alberta, Programme of Studies for the High School, Bulletin II (Edmonton: The King's Printer, 1946).





TABLE VI

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES 1, 2, 3 IN ALBERTA (1939)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |
| 1          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2          |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |
| 3          |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |
| *4         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *5         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 7          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *8         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *9         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 10         |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| *11        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *12        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

\* AFFECTIVE DOMAIN

TABLE VII

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES I IN ALBERTA (1939)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |
| 1          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 2          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 3          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 4          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 5          | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 7          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |



TABLE VIII

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 2 IN ALBERTA (1939)

| CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| OBJECTIVES                       | 1.0 |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |  |
|                                  | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |  |
| 1                                |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 2                                | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 3                                |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 4                                |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 5                                |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *6                               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 7                                |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |

\* AFFECTIVE DOMAIN

TABLE IX

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 3 IN ALBERTA (1939)

| CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| OBJECTIVES                       | 1.0 |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |  |
|                                  | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 |     | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |  |
|                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *1                               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *2                               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 3                                |     |     |     |     |     |     |     | X   |     |     |     |     |     |     |     |  |

\* AFFECTIVE DOMAIN





ive domain. This would indicate a continued stress on the attainment of objectives at the level of abilities and skills.

There was no change on the stress of objectives concerned with knowledge, tolerance, developing an understanding of the democratic origin, Christianity and citizenship. Pride in Canadian achievements was implied in Objective 13 with the first appearance of the term "Canadian" in connection with the concept of citizenship. Objective 17 indicated a new stress on reading skills and written expression.

Cognitive Objective 9 in Table X was registered in two subdivisions of the Analysis category which suggests that the statement is broad in character. Objective 11, "To develop the ability to think critically" is a good illustration of a broad statement. (This is the first mention of critical thinking in the Alberta social studies curriculum.) At this level of generality Objective 11 could quite properly be included under each of the five categories of Comprehension, Application, Analysis, Synthesis, and Evaluation. The rule adopted in this case was to place the objective under the highest type of classification which was appropriate.

The 1946 objectives represent desirable outcomes of learning; however, they are such broad outcomes that the kind of learning experiences which might be appropriate are far from clear. The following statement drawn from the 1946 guide provides evidence of the broad approach to the aims of the social studies in effect that year:

Social studies should have, as its basis, the ideal of character building and the development of personality through a more thorough knowledge of the<sup>9</sup>past with its problems and its successes and failures.

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<sup>9</sup>Ibid., p. 4.





TABLE X

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES 1, 2, 3 IN ALBERTA (1946)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |
| *1         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *2         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *3         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 4          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |
| *5         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *6         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 7          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 8          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 9          |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |
| 10         | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 11         |                                  |     |     |     |     |     |     |     |     |     |     |     |     | x   |     |
| *12        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *13        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *14        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 15         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |
| 16         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 17         |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |
| 18         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |
| 19         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |

\* AFFECTIVE DOMAIN



The 1955 outcomes, a total of one hundred and forty-eight, for the Alberta social studies courses represented the largest proliferation of objectives since 1939.<sup>10</sup> By this time the former curriculum outlines for Social Studies 1, 2 and 3 were replaced by the Social Studies 10, 20 and 30 programs. The 1955 course outlines were organized into units bearing specific statements of objectives at the beginning of each unit. This method of stating objectives was established as a definite pattern under three headings: Understandings, Skills, and Attitudes.

Ten general objectives in Table XI showed a growing stress on the mental abilities and skills outcomes, especially in the area of comprehension.

There was a continued use of broad terms such as "social understanding" (Objective 2), "social attitudes" (Objective 15), "important value-concepts" (Objective 17), and "social reform" (Objective 19). These terms may be more useful to describe large goals and aims of general education. However, some evidence of gradual refinement and restatement of objectives on a more operational plane was becoming apparent. Terms, such as, "skill in locating information" (Objective 10), "processes of studying materials" (Objective 13), and "techniques in committee work" (Objective 14), provided a greater precision in the specification of outcomes. Altogether the basic purpose of the 1955 general objectives in Alberta appeared to be the development of the characteristics of behavior essential for effective citizenship in our democracy.

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<sup>10</sup>Government of Alberta, Senior High School Curriculum Guide for Social Studies 10, 20, and 30 (Edmonton: The Queen's Printer, 1955).





TABLE XI

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES 10, 20, 30 IN ALBERTA (1955)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|-----|
|            | 1.0                              |     |     |     | 2.0 |     |     |     | 3.0 | 4.0 |     |     |     | 5.0 |     |  | 6.0 |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |  |     |
| 1          |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |     |
| 2          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |     |
| 3          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| 4          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| 5          |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |     |
| 6          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |     |
| 7          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |     |
| 8          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |     |
| 9          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |     |
| 10         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| 11         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| 12         |                                  |     |     |     |     |     |     |     |     |     |     |     |     | x   |     |  |     |
| 13         |                                  |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |  |     |
| 14         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| *15        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| *16        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| *17        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| *18        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| *19        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |

\*AFFECTIVE DOMAIN





Table XII gives descriptive details of some forty specific objectives for the 1955 Social Studies 10 program in Alberta. Only two objectives were classified in the knowledge category. The stress was definitely in the area of abilities and skills with the majority of outcomes classified in the categories of Comprehension and Synthesis. The objectives in the cognitive domain were directed toward the development of intellectual abilities and skills, particularly the intellectual skills required in problem-solving.

The cognitive objectives appeared to be developed with more precision, that is, there was more clarity in terms of student behavior and subject matter content. For example, with reference to statements relating to student behavior the following terms were used in separate objectives: "locating," "analyzing," "utilizing," "outlining," "discussion," "to read," "writing reports," "interpreting," "organizing," "thinking out," "evaluating," "oral reporting." With reference to subject matter content some of the significant terms used were: "geographic factors," "living standards," "settlement of people," "influence of immigration," "function of government," "family unit," "map using."

Table XII showed that a significant number of objectives were more precise and provided more specific direction as to what it is that needs to be taught.

The 1955 Alberta objectives for Social Studies 20, which are still in effect during the 1966-67 school year, represented the most prolific list of aims, a total of sixty-five, proposed for any social studies course developed for the three provinces under discussion in this study. These objectives, compared to the general list printed



TABLE XII

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 10 IN ALBERTA (1955)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |     |     | 6.0 |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |     |  |
|            | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 1          | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 2          |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 3          |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 4          |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 5          |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 6          |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 7          |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 8          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| 9          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| 10         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| 11         |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 12         |                                  |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |  |
| 13         |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |  |
| *14        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 15         |                                  |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |  |
| 16         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     | x   |  |
| 17         |                                  |     |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |  |
| *18        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 19         |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 20         |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |  |
| 21         |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 22         |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |  |





TABLE XII (Continued)

| OBJECTIVES | 1.0 |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |  |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|            | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 |     | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |  |
| 23         |     |     |     |     |     |     |     |     |     |     |     |     | x   |     |     |  |
| 24         |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 25         |     |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |  |
| 26         |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |  |
| 27         |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |  |
| 28         |     |     |     |     |     |     |     |     |     |     |     |     |     | x   |     |  |
| 29         |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |  |
| *30        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *31        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *32        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *33        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *34        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 35         |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *36        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *37        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *38        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *39        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *40        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |

\*AFFECTIVE DOMAIN





in 1946 in Alberta (Appendix A), are much more elaborate. The following representative example will serve to illustrate this elaboration of detail:

To provide knowledge of the lessons of history.  
(Objective 8, 1946).

To acquire the generalization that the increase of knowledge during the Renaissance led to a better understanding of the nature and extent of the earth.  
(Objective 1, 1955).

The objectives classified in Table XIII also showed some evidence of overlapping and repetition. For example, "the evolution of democracy in Britain stirred nations" (13) could imply "that democratic government throughout the world derives from the British constitution" (21).

The trend toward the formulation of more explicit statements continued to be reflected in the 1955 Alberta objectives. The following aims will illustrate the distinct nature of the statements:

To acquire skill in the reading and interpretation of one or more graphs which have to do with phases of modern technological or scientific progress (37).

To acquire skill in locating essential information concerning a topic and in assembling this in a systematic way for presentation to the class (47).

An analysis of Table XIII showed that nearly all of the first twenty-five objectives were listed under the Knowledge category. It can be seen with the evidence derived from Table XII that one large area of stress was shifted back to recall material. The objectives grouped from twenty to fifty were ranged widely at all levels of the classification hierarchy. This would suggest that there is a trend toward the formation of more objectives seeking ultimate ends or idealism.



Over one-fifth of the objectives were classified in the affective domain. Compared to the total blocks of objectives formulated in 1939 and in 1946, there was a decrease in the proportionate number of 1955 objectives in the affective domain from approximately one-third to one-quarter.

The first twenty-five objectives in Table XIII stressed the knowledge of principles, generalizations and theories useful in problem-solving. There was also an emphasis on methods of inquiry, correct usage of speech and writing, and on knowledge of trends, classifications and categories. No objectives were classified at the lowest level of the cognitive domain, that is, at the level of Knowledge of Specifics. This suggests a trend away from accentuating simply the recall of facts. The 1955 tables also indicated the first evidence of objectives classified at the third level of the Comprehension category -- Extrapolation.

A significant number of the abilities and skills objectives accented the ability to interpret, to organize material and to develop the communicative skills. A brief review of the 1939 and 1946 outcomes will show that the knowledge objectives in the cognitive domain were given prominence almost exclusively during the period between 1939 and 1946. The objectives formulated in 1946 continued to emphasize knowledge; however, a significant number of intellectual aims were introduced. In 1955 the upper levels of the knowledge category received more attention and there was more indication of strong trends toward the selection of objectives concerned with the intellectual aspects of learning.





TABLE XIII  
CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 20 IN ALBERTA (1955)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |  |  |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |  |  |  |
|            |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 1          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 2          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 3          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 4          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 5          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 6          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 7          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 8          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 9          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 10         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 11         |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 12         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 13         |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 14         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 15         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 16         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 17         |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 18         |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 19         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 20         |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |  |  |
| 21         |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 22         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 23         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 24         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 25         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |









TABLE XIII (Continued)

| OBJECTIVES | 1.0 |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 |     | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |
| *53        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *54        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *55        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *56        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *57        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *58        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *59        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *60        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *61        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *62        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *63        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *64        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *65        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *66        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *67        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

\*AFFECTIVE DOMAIN





The general and specific 1955 Alberta objectives indicated a trend away from stressing outcomes concerned with the simple recall of facts; however, the attainment of aims concerning knowledge of ways and means of dealing with facts and knowledge of generalizations and theories continued to receive a significant amount of attention. A definite pattern of outcomes relating to intellectual abilities and skills was clearly evident. The Social Studies 30 objectives in Table XIV showed the same trend and pattern within a narrower range of categories. The intellectual aims were limited to two divisions of the cognitive classification: Comprehension and Analysis.

The character of the statements for the 1955 Social Studies 30 objectives continued to indicate the trend toward the formulation of aims showing more precision and explicitness. The following statements (Appendix A) illustrate this characteristic:

To develop an understanding of Canadian Geography as a factor in determining the nature of industries. (1)

To understand how municipal institutions draw their power from provincial legislatures and serve as agents of provincial government locally. (20)

Four specific objectives (12, 13, 21 and 23) in Table XIV made only vague references to the worth of democracy and placed more emphasis on its historical development.

It was noted that the Alberta objectives for 1965, compared to 1955, increased by 11 to a total of 159.<sup>11</sup> A new set of general aims was formulated as well as a revised list of fifty-three outcomes for the new Social Studies 10 course. The 1955 statements of objectives continued to apply, without undergoing any change, to the 1965 Social

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<sup>11</sup>Government of Alberta, Senior High School Curriculum Guide for Social Studies 10, 20 and 30 (Interim) (Edmonton: The Queen's Printer, 1965).



TABLE XIV

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 30 IN ALBERTA (1955)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     | 4.0 |     |     | 5.0 |     |     | 6.0 |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |  |
| 1          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 2          |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |
| 3          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 4          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 5          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 6          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 7          |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |  |
| 8          |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |  |
| 9          |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |  |
| 10         |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 11         |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |  |
| 12         |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 13         |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |
| 14         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 15         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |  |
| 16         |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 17         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 18         |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |  |
| 19         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |  |
| 20         |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |  |
| *21        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 22         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |  |
| 23         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 24         |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |

\*AFFECTIVE DOMAIN





Studies 20 and 30 courses.

The 1965 general objectives for the Alberta social studies curriculum were spread throughout the whole range of six categories in the cognitive domain. Table XV showed nearly one-fifth of these outcomes in the affective domain which corresponds with the trend established by the 1955 statements of aims. Almost one-half of the objectives were classified as intellectual abilities and skills. The factual knowledge objectives continued to receive less emphasis. This would suggest that the over-all purpose was not to place emphasis on the accumulation of facts for its own sake but more to assure the establishment of a basic foundation of knowledge subsidiary to the development of major understandings. This was reiterated by Objective 1, "To collect data and accumulate facts which are basic to the development of fundamental concepts." Objective 2, "To use facts for the development of understandings," further implied that the use of data and facts was a clearly established process.

There was a more open concern with the intellectual skills and habits primarily related to social studies, for example:

To develop skill in reading social studies material. (11)

To develop skill in applying problem-solving and critical-thinking skills to social problems. (12)

Interpreting maps and globes. (13)

Understanding time and chronology. (14)

It was also noted that general Objective 3, "To ensure the securing of a measure of those skills necessary for effective citizenship," was a broad statement, suggesting a high level of generality, which could be included under each of the five intellectual categories





TABLE XV  
CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES 10, 20, 30 IN ALBERTA (1965)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |     |     | 6.0 |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 3.0 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |
| 1          | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 3          |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     | x   |     |
| 4          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 5          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 7          |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |
| 8          |                                  |     |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |
| 9          |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *10        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 11         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 12         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |
| 13         |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 14         |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *15        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *16        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *17        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

\*AFFECTIVE DOMAIN



described in the cognitive domain. As previously mentioned, the rule adopted in this case was to place the objective under the highest type of classification which was appropriate.

Table XVI revealed an interesting change in the pattern of formulating affective objectives. Slightly more than 45 per cent of the aims were classified in the affective domain which indicated a definite increase in the affective-cognitive ratio compared to the 1955 and 1965 patterns of general objectives which showed one-fifth of the outcomes in the affective dimension.

Knowledge objectives continued to be stressed beyond the recall of facts level with more consistent attention to trends, classifications, principles, generalizations and major theories. The intellectual aims reflected some tendency toward generality:

To acquire the ability to distinguish objective discussion, subjective argument, and subjective writing which purports to be objective. (20)

To develop skill in the process of historiography. (32)

To develop skill in locating information from books. (34)

The first five objectives in Table XVI stressed citizenship in a democracy as a major outcome. These statements, listed below, showed a more practical and meaningful approach:

To develop an understanding of democracy as a system of government having worth for human beings. (1)

Knowledge of the existence of democracy in different parts of the present world. (2)

To develop and understanding that democracy had to be won by people, and it must always be guarded. (3)

To realize that democracy can operate most efficiently where people are educated, honest and responsible. (4)











TABLE XVI (Continued)

| OBJECTIVES | 1.0 |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |     |     | 6.0 |     |     |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 3.0 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 | 6.2 |
| 26         |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 27         |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 28         |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 29         |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |
| 30         |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 31         |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |     | x   |     |
| 32         |     |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |
| *33        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 34         |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |
| 35         |     |     |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |
| 36         |     |     |     |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |
| 37         |     |     |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |
| 38         |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 39         |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |
| *40        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *41        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *42        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *43        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *44        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *45        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *46        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *47        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *48        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *49        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *50        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *51        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *52        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *53        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

\*AFFECTIVE DOMAIN





To realize that local government is the field in which we get the most experience in the practice of democracy. (5)

A new type of objective was introduced in the 1965 Grade X program concerning skills in calculating rate of credit and constructing budgets. A total of sixteen outcomes were related to the field of consumer education. An additional seven aims on the family unit showed interrelationship with consumer education objectives.

The specific objectives for the 1965 Social Studies 10 courses were more meaningful although more numerous than the 1955 statement of specific objectives for Grade X. The following pairs of statements will illustrate this view:

To develop the ability to work with others.  
(Objective 18, Social Studies 10, 1955)

To develop habits of cooperation in group activity.  
(Objective 33, Social Studies 10, 1965)

To develop increased readiness for discussion and good speaking habits in group discussion. (Objective 20, Social Studies 10, 1955)

To improve communicational ability. (Objective 32, Social Studies 10, 1965)

To develop reverence for religious beliefs.  
(Objectives 39, Social Studies 10, 1965)

To develop reverence for religious beliefs, both familiar and different. (Objective 49, Social Studies 10, 1965)

To summarize the analysis of the Alberta objectives in the cognitive domain the following interpretations are submitted:

1. Evidence showed that there has been a proliferation of objectives in the Alberta high school social studies programs.

2. During the early stages the Alberta aims stressed knowledge of facts and recall of general information. More recent statements





stressed intellectual goals and showed a trend toward the formulation of more numerous specific abilities and skills outcomes with references made to recall objectives more by implication rather than by direct statements.

3. The concept of citizenship received consistent attention and has reached the status of a major outcome.

4. There was evidence of a trend to stress communicative skills and abilities required in problem-solving and more open stress on methods of inquiry, correct usage and knowledge of generalizations. More recent statements introduced aims concerned with implications, effects and the prediction of trends.

5. The number of objectives expressing a high level of generality was not large. A number of 1955 objectives showed an elaboration of detail. Statement of aims, however, tended to become more explicit and precise. Beginning in 1955 the specific objectives developed a distinct instructional character in terms of student behavior and subject matter content. Social studies goals have become more constructive and meaningful.

6. Although the social studies objectives consistently represented desirable outcomes of learning the number formulated to seek ultimate ends was comparatively few. Only seven outcomes were classified in the highest category of the cognitive classification out of a total of two hundred and sixty-six objectives examined for classification purposes.

7. The variety of aims increased in range to the point where a statement of goals could be classified under the six categories in the cognitive domain.



## BRITISH COLUMBIA OBJECTIVES IN THE COGNITIVE DOMAIN

Statements of objectives for the social studies programs in British Columbia received the same analysis treatment as the Alberta objectives. A close examination of the aims was performed in the cognitive domain under two major headings: general and specific.

The specific objectives set forth in the 1951 Social Studies 20 bulletin<sup>12</sup> were not restated in the 1960 bulletin. These aims appeared at random in a number of the unit introductions. No effort was made to state specific purposes for each unit of the course. The analysis of these seven statements in Table XVII showed five objectives in the cognitive domain and two in the affective. The cognitive outcomes stressed knowledge and comprehension of general concepts.

A total of ninety-eight general and specific British Columbia objectives printed in 1960<sup>13</sup> were classified in Tables XVIII-XXII. The thirty-eight general outcomes listed for Social Studies 20, 30, 32 and 33 showed thirty aims in the affective domain and only eight in the cognitive division. The high proportion of affective goals represented more than four-fifths of the total aims in the general list. Table XVIII definitely showed that the major concern of the 1960 objectives in British Columbia was the development of attitudes, values, appreciations and the qualities of character and conscience.

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<sup>12</sup>Government of British Columbia, The Social Studies, Social Studies 20 (Victoria: The Queen's Printer, 1951).

<sup>13</sup>Government of British Columbia, Secondary School Social Studies (Victoria: The Queen's Printer, 1960).





TABLE XVII  
 CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 20 IN BRITISH COLUMBIA (1951)

| CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|-----|
| OBJECTIVES                       | 1.0 |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |     |  | 6.0 |
|                                  | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 |  |     |
| 1                                |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |     |
| 2                                | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| 3                                |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |     |
| *4                               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| 5                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| 6                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |
| *7                               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |     |

\*AFFECTIVE DOMAIN



TABLE XVIII

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES 20, 30, 32, 33  
IN BRITISH COLUMBIA (1960)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
|------------|----------------------------------|-----|-----|--|-----|-----|-----|--|-----|--|--|--|-----|-----|-----|-----|
|            | 1.0                              |     |     |  | 2.0 |     |     |  | 3.0 |  |  |  | 4.0 |     |     |     |
|            | 1.0                              |     |     |  | 2.0 |     |     |  | 3.0 |  |  |  | 4.0 |     |     |     |
|            | 1.1                              | 1.2 | 1.3 |  | 2.1 | 2.2 | 2.3 |  | 3.0 |  |  |  | 4.1 | 4.2 | 4.3 | 5.0 |
| *1         |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| 2          |                                  |     | x   |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *3         |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| 4          |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *5         |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *6         |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *7         |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *8         |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *9         |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *10        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *11        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *12        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *13        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *14        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *15        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *16        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *17        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *18        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *19        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *20        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *21        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *22        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *23        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |
| *24        |                                  |     |     |  |     |     |     |  |     |  |  |  |     |     |     |     |





TABLE XVIII (Continued)

| OBJECTIVES | 1.0 |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |     |     | 6.0 |  |  |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|
|            | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |     |  |  |
| *25        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| *26        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| *27        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| *28        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| *29        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| *30        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| *31        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 32         |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 33         |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 34         |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 35         |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |  |  |
| *36        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 37         |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |  |
| 38         |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |  |

\*AFFECTIVE DOMAIN





The cognitive aims, though limited in number, revealed a wide diversification. Four cognitive goals (2, 4, 33, 34) showed the characteristics of broadness and generality and could be included under more than one category in the taxonomy. Objective 4, for example, had several terms, such as "critical thinking," "evaluating," "analyzing," "appraising" all in one statement. The eight cognitive objectives appeared under five categories. Actually all six divisions of the taxonomy were implicated. The aim to promote "better citizenship" was of prime importance. The first statement under general objectives (Appendix B) openly reiterated the importance of this aim with the term "central objective."

Only one knowledge objective was classified in Table XVIII. Aims in the knowledge category were implied with one open statement. The following statements are compared to point out this common factor:

To develop knowledge to the extent that it provides a sure basis to understanding. (Appendix B, General Objective 2, 1960).

To use facts for the development of understandings. (Appendix A, General Objective 2, 1965).

Six out of the eight cognitive aims specifically stressed reading and communicative skills and one objective which involved a combination of other behaviors of comprehension, application, and analysis stressed the ability to make judgments.

Tables XIX and XX classified the 1960 specific objectives for Social Studies 20 and 30 in British Columbia. An analysis of the seventeen aims showed all of the eleven cognitive outcomes in the knowledge category. This concentration of goals in one division of the taxonomy indicated an emphasis on the recall of facts and remembering.



TABLE XIX  
CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 20 IN BRITISH COLUMBIA (1960)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |     |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |
|            |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 1          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 3          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 4          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 5          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *6         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 7          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *8         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

\*AFFECTIVE DOMAIN

TABLE XX  
CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 30 IN BRITISH COLUMBIA (1960)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |     |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |
|            |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *1         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 3          | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 4          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 5          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 6          | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *7         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *8         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *9         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

\*AFFECTIVE DOMAIN







Upon comparison of the high proportion of affective outcomes emphasized in the general list of aims (Table XXIII) with the number of affective goals classified in the specific list (Tables XIX and XX) the pattern was reversed and the major stress was on the cognitive form of objective. It was noted that outcomes concerning remembering by recall and knowledge of patterns in history received a significant amount of attention.

The cognitive statements were broad in character and lacked precision. General terms such as "democratic rights," "ideals of citizenship," "way of life," "ethnic pattern," "major problems" were used frequently.

The central purpose of the specific aims for the Social Studies 20 and 30 courses in British Columbia was the development of historical knowledge.

The decrease of emphasis on affective aims continued to show in Tables XXI and XXII. Only six affective outcomes were classified out of a total of thirty-seven objectives. Half of the cognitive aims stressed remembering by recall and knowledge of specific facts and trends. The other half of the cognitive objectives were classified under Comprehension and Analysis categories. Attention on intellectual abilities did not extend beyond these two categories. There was a lack of concern for intellectual skills and ultimate goals. Specific attention was directed toward the development of knowledge and understandings concerning the province of British Columbia. Direct reference to the province was made in eight objectives.

The characteristics of vagueness and generality were strongly evident in a significant number of aims with the use of such terms as



TABLE XXI  
CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 32 IN BRITISH COLUMBIA (1960)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |     |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.3 |
| *1         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |
| *3         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *4         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 5          | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6          |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |
| 7          |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |
| 8          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 9          |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |

\*AFFECTIVE DOMAIN



TABLE XXII  
CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 33 IN BRITISH COLUMBIA (1960)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |  |
|            |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 1          |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |
| *2         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| *3         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 4          |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| *5         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 6          | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 7          | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 8          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 9          |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| 10         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |  |
| 11         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |  |
| 12         | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 13         | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 14         |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |
| 15         | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 16         | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 17         | x                                |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 18         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 19         |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |
| 20         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 21         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 22         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |





TABLE XXII (Continued)

| OBJECTIVES | 1.0 |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |
| 23         |     |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |
| 24         |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |
| 25         |     |     |     |     |     |     |     |     |     |     |     |     |     | x   |     |
| 26         | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 27         | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 28         | .x  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

\*AFFECTIVE DOMAIN



"place as a citizen," "place of conservation," "the rest of the world," "peoples of the world," "people of other lands," "awaken a greater pride," "shaping human activities."

A significant number of objectives also disclosed a characteristic of the instructional type of outcome by specifying clearly what it is that needs to be taught. The following statements will serve to illustrate this point:

To train students in the use of maps, globes, and reference books and in the interpretation of data found in graphs and statistical tables. (Objective 4, Social Studies 33, 1960).

To explain the reasons for Canada's eminent position in foreign trade, and to make a study of the domestic and foreign trade of the country. (Objective 23, Social Studies 33, 1960).

The following statements are submitted as a summary of the analysis of the British Columbia objectives in the cognitive domain:

1. The proliferation of objectives in the British Columbia high school social studies was not significantly large. With the exception of the seven specific aims introduced in 1951 the social studies objectives in British Columbia were based primarily on one basic set of goals.

2. The trend with cognitive aims was not consistent. There was evidence of diversification as well as concentration of goals in one or two categories. The characteristic of generality was commonly evident.

3. The promotion of citizenship was stated openly as a major purpose of the social studies.

4. The higher level categories of the cognitive domain did not receive a significant amount of attention. More direct emphasis was applied to the development of knowledge outcomes and the lower levels of understanding.





## SASKATCHEWAN OBJECTIVES IN THE COGNITIVE DOMAIN

The 1950 Saskatchewan curriculum provided the data for the general and specific social studies objectives analyzed in Tables XXIII - XXV.<sup>14</sup> The treatment of these objectives was identical to the method of analysis applied to the Alberta and British Columbia data.

The 1950 general social studies objectives for Saskatchewan were classified in Table XXIII. The statements appeared in the curriculum guide under the headings of Abilities and Attitudes. The eight attitude objectives and three others listed under abilities were classified under the affective categories. Only seven cognitive outcomes appeared in Table XXIII for classification purposes. Four of these objectives (2, 3, 4, 8) were constructed in the form of broad statements which could be included under more than one category in the cognitive domain. Only the highest category was indicated in each case. Two examples of these broad statements are submitted below:

To gather material, organize data and relate facts.  
(Objective 2).

To understand community, national and world problems, and to think critically and objectively about such problems. (Objective 4).

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<sup>14</sup>Government of Saskatchewan, Programme of Studies for the High School (Regina: The Queen's Printer, 1950).



Objective 2 involved a combination of other behaviors of knowledge, application and synthesis. Objective 4 could be classified under the categories of comprehension, analysis and evaluation.

The intellectual aims were diversified enough to appear under the categories of comprehension, application, synthesis and evaluation. The majority of statements emphasized basic intellectual skills with explicit terms, such as "gather," "relate," "organize," "interpret," "read," "study," "use," "reports." A number of objectives were stated in broad terms as for example, Objective 3:

"To observe, recognize and interpret the environmental factors affecting the life of the community, of the nation and the world."

No objectives were classified under the knowledge division in Table XXIII; however, the importance of the knowledge category was implied by meaningful vocabulary, such as, "material," "data," "facts," "factors," "problems," "contributions."

It was noted that objectives concerning "citizenship" and "critical thinking" were commonly included in provincial statements of general objectives.

Table XXIV indicated that the three 1950 specific objectives for Social Studies X in Saskatchewan were identified as knowledge objectives accentuating the recall of specific facts and knowledge of trends. Table XXV showed that in Social Studies XI the accent was on both knowledge and intellectual outcomes with strong emphasis on developing a concept of the democratic ideology.

The eight specific aims for Social Studies XI also revealed a number of characteristics similar to those which described the general



outcomes analyzed in Table XXIII. The same type of broad statements appeared which could be properly placed under more than one category of the cognitive taxonomy. Objective 3 for Social Studies XI, "To discuss and to have practice in formulating and analyzing the principles and problems of democratic government," combined the behaviors of application, analysis and synthesis; Objective 4, "To provide instruction with respect to the technique of scientific thinking, the elementary procedures of statistics, popular errors in reasoning, and the tricks of propaganda," also illustrated this broad characteristic in the categories of knowledge, comprehension and analysis. The statement of aims for Social Studies XI, on the whole, showed a likeness in diversification; the classification of these objectives in Table XXV indicated a wide range of categories involving knowledge, comprehension, analysis and synthesis. There was also a similarity in the stress of specific intellectual skills in the areas of "written expression," "gathering data," and "using library facilities."

A further comparison of the 1950 general and specific aims revealed a lack of consistency in the formulation of affective goals. More than half of the general outcomes were classified in the affective domain compared to one affective objective in a list of eleven specific aims.

There were no specific objectives formulated for Social Studies XII in Saskatchewan. Only one general statement<sup>11</sup> of objectives

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<sup>11</sup>Government of Saskatchewan, Program of Studies for the High School Social Studies, Grade X (Regina: Queen's Printer, 1961); Program of Studies for the High School Social Studies, Grade XI (Regina: The Queen's Printer, 1962); Program of Studies for the High School Social Studies, Grade XII (Regina: The Queen's Printer, 1963).





prepared during the 1961-63 revision period applied in the Social Studies X, XI and XII courses during the school year of 1966-67.

The analysis in Table XXVI of the general objectives for the social studies courses set forth in the bulletins issued during the 1961-63 period disclosed that nearly two-fifths of the outcomes were in the affective domain. This is a significant decrease in proportion from the two-thirds proposed in the 1950 statement of general objectives.

The eleven cognitive goals showed a wide range of diversification and appeared in five categories of the cognitive domain: knowledge, comprehension, application, analysis, and synthesis. The importance of knowledge outcomes to the whole range of educational aims in the social studies was implied by two objectives.

There was a continued emphasis on the formulation of a significant number of objectives in an explicit style specifying clearly what it was that needed to be taught in terms of student performance, for example:

To read intensively material for study; and to read rapidly material for skimming. (Objective 10).

To use maps, charts, graphs, globes, and other aids to study. (Objective 12).

To make records and reports in good form, with due regard to accuracy and effective expression. (Objective 13).

There was some evidence of the use of general terms such as "other cultures," "broad framework," "growth of informed individuals," "appropriate action," "qualities of thought."

A study of the statements clearly indicated that a significant number was drawn from the 1950 statement of general aims. In many respects the 1961-63 general objectives were essentially the same as the 1950 general outcomes. Fourteen of the eighteen 1950 aims were



TABLE XXIII  
CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES X, XI, XII IN SASKATCHEWAN (1950)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|
|            | 1.0                              |     |     |     |     |     | 2.0 |     |     |     |     |     | 3.0 |     |     |  |  |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |  |  |  |
| *1         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 2          |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |  |  |  |
| 3          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 4          |                                  |     |     |     |     |     |     |     |     |     |     |     |     | x   |     |  |  |  |
| *5         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| *6         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 7          |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |     |     |  |  |  |
| 8          |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |     |     |  |  |  |
| 9          |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| 10         |                                  |     |     |     |     |     |     |     |     |     |     | x   |     |     |     |  |  |  |
| *11        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| *12        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| *13        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| *14        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| *15        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| *16        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| *17        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |
| *18        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |

\*AFFECTIVE DOMAIN







TABLE XXIV

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES X IN SASKATCHEWAN (1950)

| CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| OBJECTIVES                       | 1.0 |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |  |
|                                  | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |  |
|                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 1                                | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 2                                |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| 3                                |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |  |

TABLE XXV

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES XI IN SASKATCHEWAN (1950)

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 | 4.0 |     |     | 5.0 |     |     | 6.0 |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |
| 1          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2          |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 3          |                                  |     |     |     |     |     |     |     |     |     |     |     | x   |     |     |
| 4          |                                  |     |     |     |     |     |     |     |     | x   |     |     |     |     |     |
| *5         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6          |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |
| 7          |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |
| 8          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |
|            |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |



TABLE XXVI

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES X (1961), XI (1962), XII (1963)  
IN SASKATCHEWAN

| OBJECTIVES | CLASSIFICATION: COGNITIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |     |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.0 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 |
| 1          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |
| 2          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |
| *3         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 4          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 5          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6          |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |
| 7          |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |
| 8          |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |     |     |
| 9          |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 10         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |     |
| 11         |                                  |     |     | x   |     |     |     |     |     |     |     |     |     |     |     |
| 12         |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |     |     |
| *13        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *14        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *15        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *16        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *17        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *18        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| *19        |                                  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

\*AFFECTIVE DOMAIN





absorbed and restated directly or in modified form with only minor changes in phraseology into the 1961-63 list of aims. Four of the 1950 objectives (5, 15, 17 and 18) were deleted. These were vaguely expressed and used terms such as "loyalty to group effort," "desire for Canadian unity," "loyalty to British constitutional government."

The following pairs of objectives were identical:

| <u>1950</u> | <u>1961-63</u> |
|-------------|----------------|
| 3           | 7              |
| 7           | 9              |
| 16          | 17             |

The basic intent appeared to be to improve and refine the structure of the statements, for example, Objective 11, "To develop tolerance and respect for other persons, peoples and nations," and Objective 13, "To show respect for the rights of others," in the 1950 general list reappeared in the 1961-63 statement of aims as Objective 13, "To develop respect for the rights and beliefs of other persons, peoples, and nations, both past and present."

The following statements are submitted in pairs to further illustrate the degree of modification:

To promote the growth and development of intelligent, responsible, socially-conscious citizens. (Objective 1, 1950).

To promote the growth of informed individuals and responsible citizens. (Objective 3, 1961-63).

To sense and understand community, national and world problems, and to think critically and objectively about such problems. (Objective 4, 1950).

To identify and attempt to understand community, national, and world problems, and to think objectively and constructively about such problems. (Objective 8, 1961-63).





To use and interpret maps, charts, graphs, globes and other such means of study. (Objective 9, 1950).

To use maps, charts, graphs, globes, and other aids to study. (Objective 11, 1961-63).

The following facts summarized the analysis of the Saskatchewan objectives in the cognitive domain:

1. There was no significant increase or proliferation of social studies objectives in Saskatchewan. The trend was to reduce the total number of objectives as indicated by the discontinuance of proposing specific aims.

2. The pattern and style of objectives remained essentially the same and there were only minor revisions in phraseology and intent. The major portion of the 1961-1963 general statement of objectives was a reiteration of the 1950 aims with some improvements in precision and clarity.

3. The characteristics of broadness and diversification were fairly consistent.

4. The use of meaningful vocabulary in a limited number of general statements implied the importance of the knowledge category.

5. Emphasis was placed on intellectual skills particularly in the areas of comprehension and synthesis. Only one objective was classified under the category of evaluation, the top level of the classification hierarchy in the cognitive domain.

6. There was an indication of a trend toward formulating more explicit statements.

7. Some degree of generality continued to be a common characteristic.



8. Objectives concerning democratic ideology, citizenship and critical thinking continued to be a common factor.

#### IV. ANALYSES OF AFFECTIVE OBJECTIVES BY PROVINCES

##### ALBERTA OBJECTIVES IN THE AFFECTIVE DOMAIN

The affective aims were first identified in the cognitive tables by cardinal numbers listed under provincial headings which corresponded with the numbered statements and headings in the appendixes. This system of identification was transferred to the affective tables.

An average of one out of three statements examined in this study was classified in the affective domain. Statements often contained hopes for affective as well as cognitive outcomes; for example, a teacher would hope that students will develop a continuing interest in the subject matter taught. A number of objectives which were classified in the cognitive domain had an implicit but unspecified affective component. The typical social studies objective, however, was formulated to concentrate on specifying behavior in only one domain at a time.

Tables XXVII - XXIX showed nearly one-third of the twenty-nine objectives proposed for the Alberta program in 1939 in the affective domain. The outcomes were diversified enough to be spread out in all the categories except at the ultimate level, characterization. Cultural and social values, the concept of citizenship and the democratic ideology were stressed.

A degree of vagueness and generality was suggested by such terms as "desired changes," "human knowledge," "enlightened attitude," "artistic expression." This characteristic was particularly evident in





TABLE XXVII

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES 1, 2, 3 IN ALBERTA (1939)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     |     | 2.0 |     |     |     | 3.0 |     |     |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 |
| 4          |                                  |     |     |     |     |     |     | x   |     |     |     | 5.0 |
| 5          |                                  |     |     |     | x   |     |     |     |     |     |     |     |
| 8          |                                  | x   |     |     |     |     |     |     |     |     |     |     |
| 9          | x                                |     |     |     |     |     |     |     |     |     |     |     |
| 11         |                                  | x   |     |     |     |     |     |     |     |     |     |     |
| 12         |                                  |     |     |     |     |     |     |     |     | x   |     |     |

TABLE XXVIII

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 2 IN ALBERTA (1939)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     |     | 2.0 |     |     |     | 3.0 |     |     |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 |
| 6          |                                  |     |     |     |     |     |     |     |     | x   |     | 5.0 |

TABLE XXIX

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 3 IN ALBERTA (1939)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     |     | 2.0 |     |     |     | 3.0 |     |     |     |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 |
| 1          |                                  |     |     |     |     |     |     |     |     |     |     | 5.0 |
| 2          | x                                |     |     |     | x   |     |     |     |     |     |     |     |



the following statement:

To create an appreciation of citizenship responsibilities about contemporary problems. (Objective 2, Social Studies 3, 1939).

Almost as many affective aims were set forth in 1946 as in 1939 but with one basic difference. In 1946 the sights for the attainment of goals were raised to idealistic levels. All of the eight affective outcomes in Table XXX were classified in the upper categories of the classification hierarchy. The attainment of outcomes such as Objective 1, "To develop characteristics of behavior essential for effective citizenship in our democracy," and Objective 3, "To develop types of behavior which will bring about desired changes in our culture," appeared to be unrealistic during a period of formal education.

Behavior relating to the ideals of democracy, citizenship, Christianity and culture; and to the development of "character" and "personality" were stressed. The statements lacked clarity and there was an excessive use of abstract terms such as "effective citizenship," "democratic values," "types of behavior," "desired changes," "individual potentialities," "character building," "service to the large groups."

The general and specific affective objectives proposed for the Alberta social studies programs in 1955 were classified in Tables XXXI - XXXIV. There was a proliferation of affective outcomes; a total of thirty-four aims were set forth. This represented twice the combined statements of affective outcomes produced in 1939 and 1946. The proportion, however, was relatively small in comparison to the large body of general and specific objectives, a total of one hundred and forty-eight, formulated in 1955.





TABLE XXX  
CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES 1, 2, 3 IN ALBERTA (1946)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |  |
| 1          |                                  |     |     |     |     |     |     |     |     |     |     |     | x   |  |
| 2          |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |
| 3          |                                  |     |     |     |     |     |     |     |     |     |     | x   |     |  |
| 5          |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |
| 6          |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |  |
| 12         |                                  |     |     |     |     |     |     |     |     |     |     |     | x   |  |
| 13         |                                  |     |     |     |     |     |     |     |     | x   |     |     |     |  |
| 14         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |





The general affective objectives, although fewer in number, continued to show a trend toward the formation of idealistic goals relating more to social attitudes than to characteristics of behavior. Objective 15, "To establish desirable social attitudes," and Objective 16, "To modify undesirable attitudes," illustrated this hopeful view. There was a continuation of some emphasis on the development of characteristics of behavior. Objective 18, "To develop the basic attitudes of self-respect, creativeness, scientific viewpoint, cooperation, responsibility, social concern, reverence," represented an example of this type of aim at the ultimate level.

A total of twenty-five affective outcomes were concerned with the ideals of commonly stated objectives. The following main areas of concern, listed in order of emphasis, were: social and democratic ideals, religious and cultural ideals, and citizenship and characterization.

The trend in the statements of specific affective aims appeared to be in the development of more realistic and attainable goals. There was more stress on the categories at the lower levels of the cognitive taxonomy. The pattern of objectives classified in Tables XXXI - XXXIV showed a wide range of aims represented in all the divisions of the classification. It was interesting to note that half of the affective outcomes appeared under the category of Valuing. This abstract concept of worth is concerned with ideals and values.

The characteristics of generality were also evident and terms similar to the following were used frequently: "desirable" and "undesirable" attitudes; "points of reference," "social concern,"



TABLE XXXI

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES 10, 20, 30 IN ALBERTA (1955)

| OBJECTIVES | CLASSIFICATION: |     |     |     |     |     |     |     |     |     | AFFECTIVE DOMAIN |     |     |  |  |
|------------|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------------|-----|-----|--|--|
|            | 1.0             |     |     | 2.0 |     |     | 3.0 |     |     |     | 4.0              |     | 5.0 |  |  |
|            | 1.1             | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2              | 5.1 | 5.2 |  |  |
| 15         |                 |     |     |     |     |     | x   |     |     |     |                  |     |     |  |  |
| 16         |                 |     |     |     |     |     |     |     |     |     |                  | x   |     |  |  |
| 17         |                 |     |     |     |     |     | x   |     |     |     |                  |     |     |  |  |
| 18         |                 |     |     |     |     |     |     |     |     |     |                  |     | x   |  |  |
| 19         |                 |     |     |     |     |     | x   |     |     |     |                  |     |     |  |  |





TABLE XXXII

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 10 IN ALBERTA (1955)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |  |
| 14         |                                  |     | x   |     |     |     |     |     |     |     |     |     |     |  |
| 18         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |
| 30         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |
| 31         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |  |
| 32         |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |  |
| 33         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |
| 34         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| 36         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |
| 37         |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |  |
| 38         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |  |
| 39         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |
| 40         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |  |



TABLE XXXIII

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 20 IN ALBERTA (1955)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |  |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |  |  |
| 42         |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |  |  |
| 51         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 52         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |  |  |
| 53         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 54         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |  |
| 55         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |  |
| 56         |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |  |  |
| 57         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |  |
| 58         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |  |
| 59         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |  |
| 60         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 61         |                                  |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 62         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |  |
| 63         |                                  | x   |     |     |     |     |     |     |     |     | x   |     |     |  |  |
| 64         | x                                |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 65         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |









"reverence," "philosophy of life," "true opinions," "social control," "bulwark of democracy." A significant number of objectives lacked precision and clarity, for example:

To develop concern for Canadian culture. (Objective 30, Social Studies 10, 1955).

To develop pride in Canadian economy and culture. (Objective 33, Social Studies 10, 1955).

To acquire an attitude of concern over the problems of imperialism and internationalism. (Objective 35, Social Studies 20, 1955).

To acquire an attitude of concern for the maintenance of a just balance between governmental authority and freedom of the individual citizen. (Objective 56, Social Studies 20, 1955).

Table XXXV showed four 1965 general objectives classified in the affective domain compared to five in 1955. The seven basic clusters of attitudes "self-respect, creativeness, scientific viewpoint, co-operation, responsibility, social concern and reverence" were reiterated without change in Objective 15 and the role of social studies in attitude formation based on the democratic ideal was expressed with more clarity in Objective 17.

The specific affective objectives for Social Studies 10 were classified in Table XXXVI. These were more numerous; the total number was increased to twenty-five compared to twelve listed for Social Studies 10 in 1955. The range of categories was equally as broad and the same major stress was placed on the Valuing category.

A significant number of 1965 specific aims were expressed with more precision and clarity. For example, the role of the citizen in Objective 40 was structured with such explicit terms as "the exercise of the franchise" and "the study of problems before voting." A total of eight affective objectives were concerned with the development of



TABLE XXXV

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES 10, 20, 30 IN ALBERTA (1965)

| OBJECTIVES | CLASSIFICATIONS: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |  |
|------------|-----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|            | 1.0                               |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |  |
|            | 1.1                               | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |  |
| 10         |                                   |     |     |     | x   |     |     |     |     |     |     |     |     |  |
| 15         |                                   |     |     |     |     |     |     |     |     |     |     |     | x   |  |
| 16         |                                   |     |     |     |     |     |     |     |     |     |     | x   |     |  |
| 17         |                                   |     |     |     |     |     |     | x   |     |     |     |     |     |  |





TABLE XXXVI

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 10 IN ALBERTA (1965)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |  |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |  |  |
| 1          |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |  |  |
| 3          |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |  |
| 4          |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |  |  |
| 5          |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |  |  |
| 6          |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |  |  |
| 7          |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |  |  |
| 8          |                                  |     |     |     |     |     |     |     |     |     | x   |     |     |  |  |
| 9          |                                  |     |     |     |     |     |     |     |     | x   |     |     |     |  |  |
| 17         | x                                |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 18         | x                                |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 33         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |  |
| 40         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |  |
| 41         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |  |
| 42         |                                  |     |     |     |     |     |     |     |     | x   |     |     |     |  |  |
| 43         |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |  |  |
| 44         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |  |
| 45         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 46         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 47         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 48         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |  |  |
| 49         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |  |  |
| 50         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |  |
| 51         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |  |  |
| 52         |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |  |  |
| 53         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |  |



desirable attitudes for intelligent consumption of goods.

An examination of the specific affective statements classified in Table XXXVI revealed that there was a continuation of emphasis on democratic values, respect for the individual, belief in the efficacy of cooperative action, reverence for religious beliefs, and worthy home membership.

#### BRITISH COLUMBIA OBJECTIVES IN THE AFFECTIVE DOMAIN

The two affective aims classified in Table XXXVII for the 1951 Social Studies 20 program stressed the democratic ideal under the categories of attending and responding. The two outcomes proposed for the 1960 Social Studies 20 course also appeared in the lower levels of the affective taxonomy in Table XXXIX. The emphasis, however, was on cultural progress and world affairs.

Table XXXVIII showed the analysis of the general affective objectives for all the senior high school social studies programs in British Columbia as they were reiterated in 1950. These goals were first set forth in 1950 and officially issued for the social studies programs in 1951. This statement of thirty affective aims persisted until the 1966-67 school year.

The objectives in the general statement were classified under all the affective categories with the major stress at the lowest level of the taxonomy which applied to behaviors of attentiveness and willingness to give attention. There was also strong emphasis on the internalization of values and on the organization of values into a system.





TABLE XXXVII

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 20 IN BRITISH COLUMBIA (1951)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     |     | 5.0 |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |     |
| 4          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |     |
| 7          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |     |

TABLE XXXVIII

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES 20, 30, 32, 33 IN BRITISH COLUMBIA (1960)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |
| 1          |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |
| 3          |                                  |     |     |     |     |     |     |     |     | x   |     |     |     |
| 5          |                                  |     |     |     |     | x   |     |     |     |     |     |     |     |
| 6          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |
| 7          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |
| 8          | x                                |     |     |     |     |     |     |     |     |     |     |     |     |
| 9          |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |
| 10         |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |
| 11         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |
| 12         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |
| 13         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |
| 14         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |
| 15         | x                                |     |     |     |     |     |     |     |     |     |     |     |     |





TABLE XXXVIII (Continued)

| OBJECTIVES | 1.0 |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |   |  |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|--|
|            | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |   |  |
| 16         |     | x   |     |     |     |     |     |     |     |     |     |     |     |   |  |
| 17         |     |     |     |     |     |     |     |     |     |     | x   |     |     |   |  |
| 18         |     |     |     |     |     |     |     |     |     | x   |     |     |     |   |  |
| 19         |     |     |     |     |     |     |     |     |     |     | x   |     |     |   |  |
| 20         |     | x   |     |     |     |     |     |     |     |     |     |     |     |   |  |
| 21         |     |     |     |     | x   |     |     |     |     |     |     |     |     |   |  |
| 22         |     |     |     |     |     |     | x   |     |     |     |     |     |     |   |  |
| 23         |     |     |     |     |     |     |     |     |     | x   |     |     |     |   |  |
| 24         |     |     |     |     |     |     | x   |     |     |     |     |     |     |   |  |
| 25         |     | x   |     |     |     |     |     |     |     |     |     |     |     |   |  |
| 26         |     | x   |     |     |     |     |     |     |     |     |     |     |     |   |  |
| 27         |     | x   |     |     |     |     |     |     |     |     |     |     |     |   |  |
| 28         | x   |     |     |     |     |     |     |     |     |     |     |     |     |   |  |
| 29         | x   |     |     |     |     |     |     |     |     |     |     |     |     |   |  |
| 30         |     | x   |     |     |     |     |     |     |     |     |     |     |     |   |  |
| 31         |     |     |     |     |     |     |     |     |     |     |     |     |     |   |  |
| 36         |     |     |     |     | x   |     |     |     |     |     |     |     |     | x |  |



TABLE XXXIX  
CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 20 IN BRITISH COLUMBIA (1960)

| CLASSIFICATION: AFFECTIVE DOMAIN |   |     |     |     |     |     |     |     |     |     |     |     |     |
|----------------------------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|                                  |   | 1.0 |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     | 5.0 |
|                                  |   | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 |     |
| OBJECTIVES                       |   |     |     |     |     |     |     |     |     |     |     |     |     |
| 6                                | x |     |     |     |     |     |     |     |     |     |     |     | 5.2 |
| 8                                |   |     |     |     |     | x   |     |     |     |     |     |     |     |





The least emphasis was on the "learning by doing" process and on directed efforts to characterize the individual.

As in Alberta a definite commonality persisted with respect to the ideals of citizenship and democracy, respect for the individual; religious, social and cultural concepts; and consumer education.

The characteristics of vagueness and generality were more prevalent in the statements than qualities of precision and clarity. The frequent use of abstract terms such as "human powers," "contemporary social problems," "local shortcomings," "critical fairness," "discrimination between special and national interests" was clearly evident.

A significant number of statements can only be described as vague and amorphous. The following objectives from the 1960 general statement are submitted as examples:

To develop a vivid sense of social responsibility.  
(Objective 10).

To develop a reasoned affection for Canada, as distinguished from tribal prejudice. (Objective 13).

To develop an understanding of the use and misuse of patriotic phrases and labels. (Objective 18).

To develop sympathetic understanding of the manifold relations of aesthetics to life and labour. (Objective 30).

Only ten affective objectives were classified in Tables XL - XLII. The specific affective aims for Social Studies 30 were primarily concerned with the ideals of democracy. These were classified in Table XL as values worthy of conceptualization. Three more affective goals, drawn from the statement of aims for Social Studies 32, were classified in Table XLI under the first three divisions of the taxonomy. Statements for these objectives were developed in broad terms stressing citizenship in the Province of British Columbia. The affective outcomes



TABLE XL  
CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 30 IN BRITISH COLUMBIA (1960)

| CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|
| OBJECTIVES                       | 1.0 |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |  |  |
|                                  | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |  |  |
| 1                                |     |     |     |     |     |     |     |     | x   |     |     |     |     |  |  |
| 7                                |     |     |     |     |     |     |     |     |     | x   |     |     |     |  |  |
| 8                                |     |     |     |     | x   |     |     |     |     |     |     |     |     |  |  |
| 9                                |     |     |     |     | x   |     |     |     |     |     |     |     |     |  |  |

TABLE XLI  
CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 32 IN BRITISH COLUMBIA (1960)

| CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|
| OBJECTIVES                       | 1.0 |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |  |  |
|                                  | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |  |  |
| 1                                |     |     |     |     | x   |     |     |     |     |     |     |     |     |  |  |
| 3                                |     | x   |     |     |     |     |     |     |     |     |     |     |     |  |  |
| 4                                |     |     |     |     |     |     | x   |     |     |     |     |     |     |  |  |



TABLE XLII  
CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES 33 IN BRITISH COLUMBIA (1960)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |  |
| 2          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| 3          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| 5          |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |





for Social Studies 33 specified in Table XLII also continued to place emphasis on citizenship. There was more attention directed to increasing sensitivity to basic human needs.

#### SASKATCHEWAN OBJECTIVES IN THE AFFECTIVE DOMAIN

The twenty affective objectives for the social studies in Saskatchewan were drawn almost entirely from two statements of general aims. The first statement was issued in 1950 and the second one, which was practically a reiteration of all the important general outcomes of 1950, was set forth during the 1961-1963 period of program revisions.

The single affective objective for the 1950 Social Studies XI course stressed the democratic ethic in general terms. It was classified in Table XLIV as a value worthy of acceptance.

Both Table XLIII and Table XLV indicated a representation of affective objectives under each category of the taxonomy. The areas of emphasis in the subcategories were "willingness to respond" and internalization of values. The assumption at this point appeared to be that the student would be sufficiently motivated to play an active role in the learning process. Concurrent with this assumption there was evidence of a trend to place less emphasis on affective objectives which require the need to evoke the student's attention. Concern for character development also continued to be an area of some importance.

A substantial number of 1950 aims reappeared in modified form during 1961-1963. The statements were larger and to some degree more precise and clear. Although the use of general terms persisted a significant number of objectives appeared to be more functional in character. The following pairs of statements illustrate this trend:



TABLE XLIII

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES X, XI, XII IN SASKATCHEWAN (1950)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |  |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |  |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |  |
| 1          |                                  |     |     |     |     |     |     |     |     |     |     |     | x   |  |
| 5          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| 6          |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| 11         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |  |
| 12         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |
| 13         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |
| 14         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |  |
| 15         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |
| 16         |                                  |     |     |     |     |     |     |     |     | x   |     |     |     |  |
| 17         |                                  |     |     |     |     |     |     | x   |     |     |     |     |     |  |
| 18         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |  |

TABLE XLIV

CLASSIFICATION OF SPECIFIC OBJECTIVES FOR SOCIAL STUDIES XI IN SASKATCHEWAN (1950)

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |                 |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----------------|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 5.0             |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 4.2 5.1 5.2 |
| 5          |                                  |     |     |     |     |     | x   |     |     |                 |





TABLE XLV

CLASSIFICATION OF GENERAL OBJECTIVES FOR SOCIAL STUDIES X (1960), XI (1962), XII (1963)  
IN SASKATCHEWAN

| OBJECTIVES | CLASSIFICATION: AFFECTIVE DOMAIN |     |     |     |     |     |     |     |     |     |     |     |     |   |
|------------|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
|            | 1.0                              |     |     | 2.0 |     |     | 3.0 |     |     | 4.0 |     |     | 5.0 |   |
|            | 1.1                              | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 5.1 | 5.2 |   |
| 3          |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |   |
| 13         |                                  |     |     |     |     |     | x   |     |     |     |     |     |     |   |
| 14         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |   |
| 15         |                                  |     |     |     | x   |     |     |     |     |     |     |     |     |   |
| 16         |                                  |     |     |     |     |     |     |     |     | x   |     |     |     |   |
| 17         |                                  |     |     |     |     |     |     |     | x   |     |     |     |     |   |
| 18         |                                  | x   |     |     |     |     |     |     |     |     |     |     |     |   |
| 19         |                                  |     |     |     |     |     |     |     |     |     |     |     |     | x |



To develop tolerance and respect for other persons, peoples and nations. (Objective 11, 1950).

To develop respect for the rights and beliefs of other persons, peoples, and nations, both past and present. (Objective 13, 1961-1963).

To develop alertness to civic and social responsibilities and willingness to respond with appropriate action. (Objective 14, 1950).

To develop alertness to civic and social responsibilities, and willingness to respond with appropriate action either individually or cooperatively. (Objective 15, 1961-1963).

Strong concern for the development of democratic and citizenship ideals, and continued emphasis toward the development of the individual, both socially and morally, continued to be common factors.

The following facts summarize the analysis of the provincial objectives in the affective domain:

1. The largest proliferation of affective aims appeared in Alberta. Saskatchewan showed the least concern for the development of the emotive type of objective. The majority of the British Columbia affective aims were drawn from one primary statement of outcomes.
2. There was a common display of characteristics in the area of diversification. Objectives from each combined provincial statement were represented under all categories of the affective domain without exception.
3. All provincial statements of affective aims showed a consistent overuse of abstract expressions. The characteristic of vagueness and generality was more prevalent than qualities of precision and clarity.
4. A trend to develop more explicit goals was evident in the Alberta and Saskatchewan statements.



5. The analyses in the tables indicated that the major emphasis of affective objectives in Alberta was directed toward the internalization of values. In British Columbia the major stress was at the lowest level of the affective continuum where the sole responsibility for the evocation of the behavior rested with the teacher. The major concern of the Saskatchewan outcomes in the affective domain was applied to the activity role of the motivated student and directed toward the acceptance of values.

6. All the provincial statements sustained at least one objective concerned with the development of character and personality.

7. A high degree of commonality was revealed in the provincial statements with reference to the ideals of citizenship and democracy, and to social values and, to a lesser degree, with reference to cultural values and the ideals of Christianity. The Alberta and British Columbia statements also showed a common interest in the growth of consumer attitudes.

8. Statements directed toward the growth of attitudes concerned with the family and the home was a recent Alberta trend.

#### SUMMARY

The four sections of this chapter identified the provincial statements of social studies objectives at the senior high school level, offered a brief review of the classification schemes, and presented a descriptive analysis of four hundred and thirteen statements of aims.

A number of unique characteristics, common features and several interesting trends were disclosed. The proliferation of objectives reached a peak in Alberta in 1955 when a total of one hundred and forty-





eight aims were proposed for the senior high school social studies. This large array of outcomes far exceeded any similar statement of objectives of concern to this study. In 1965 a total of one hundred and fifty-nine objectives were applicable to the social studies, however, eighty-nine of these outcomes were framed in 1955 and reprinted in 1965. In British Columbia the production of objectives remained almost static. Only one primary statement combined with some limited growth in specific aims served to give direction in the social studies. The pattern of growth in Saskatchewan also appeared unproductive. The basic statement combined with specific aims was eventually reduced to one general statement of objectives for the social studies.

Major goals reflecting the ideals of citizenship and democracy were common factors in the provincial statements. There was commonality directed toward reverence for religion, social attitudes and "critical thinking."

The use of abstractions was a strong characteristic prevalent in all the provincial statements. The Alberta and Saskatchewan data disclosed some evidence of a trend toward the framing of more functional aims which were more precise and clear and provided more specific directions as to what it was that needed to be taught.

Several common general relationships among the provincial statements were also assessed. The Alberta trend indicated regular periods of revision for the development of objectives; the British Columbia trend, on the other hand, followed a policy of restating aims; whereas the Saskatchewan trend indicated a process of modification of established outcomes. From an over-all point of view the provincial statements showed diversification of aims under eleven separate divisions of the two



taxonomies. One exception was noted in the analysis of the British Columbia data. There were no objectives classified under the Characterization category from this province. On the whole, provincial statements tended to stress facts, remembering, intellectual abilities to understand and to comprehend and the passive role of the student in the affective learning process. The Alberta and Saskatchewan statements, however, gave some indications of a trend toward the placement of more emphasis on activities concerned with the process of accepting and holding values. In 1955 Alberta moved away from the traditional major emphasis on recall of facts and applied more direction toward the development of intellectual abilities and values.

An overview of the provincial statements disclosed differences in the philosophical application underlying the framing of objectives. The British Columbia view strongly favored the growth of attitudes and the development of knowledge concerning the province as a whole. The Alberta view was more prescriptive and there appeared to be definite concern for the practical aspects of contemporary life. The Saskatchewan statements reflected flexibility and brevity which suggested an open view on the value of teacher initiative and resourcefulness.





## CHAPTER V

### FINDINGS: A STUDY OF THE RESULTS OF THE INVESTIGATION

#### I. AN ORDERING OF THE FINDINGS ON A COMPARATIVE BASIS

##### Standardization and Commonality

A certain level of standardization was achieved by the provincial statements with reference to the emphasis on social values as distinct from the emphasis on individual values. All the provincial statements stressed the basic intellectual skills in reading, studying and in using the library. There was commonality in stressing the ability "to think critically" and to develop some "aesthetic" appreciations. Only British Columbia indicated a specific interest in vocational guidance as an outcome for the social studies.

The general provincial statements also attained a level of standardization in the general format of listing the aims in three groups, namely, understandings, skills and habits, and attitudes.

The provincial statements also showed some evidence of common elements emerging. The ideals of citizenship and democracy reached the status of major outcomes through the persistent appearance of statements repeating some aspect of citizenship or democracy. To a lesser degree there was evidence of commonality appearing in objectives concerned with the development of social attitudes, particularly, with reference to the growth of "respect for the rights and opinions



of others."

There was commonality in the strong use of abstract terms and in a growing emphasis on intellectual skills. All the statements mirrored objectives showing diversification under a wide variety of categories and all provincial statements commonly indicated a limited number of objectives formulated to seek ultimate ends.

### General Characteristics

The results of the study revealed a variety of characteristics with some evidence of homogeneity. A broad view of all the statements indicated that the relative importance of objectives was largely an academic one. Relative ranking seemed of no great import. The assumption appeared to be that all the objectives of the social studies are best served when they are pursued concurrently in an interrelated fashion. There was evidence, however, of prior ranking of knowledge and citizenship objectives in all the statements. This would suggest that knowledge was the underlying basis to understanding and that the development of the role of citizenship had a central place in the social studies.

The characteristic of generality was commonly evident in all the provincial statements. Fewer aims were stated explicitly or at least in unequivocal terms. The frequent use of abstractions contributed to the vague character of a significant number of objectives; this general nature was noted particularly in the affective statements. There was evidence in the Saskatchewan statements of attempts to insert more meaningful vocabulary in order to strengthen implications. In Alberta there was also some evidence of overlapping, overstatement and repetition. On the whole the use of abstract terms was more prevalent than qualities



of precision and clarity. There was, however, a significant number of cognitive aims concerned with the development of intellectual skills which tended to show more explicitness as to content and student behavior. This functional aspect was also evident in a significant number of affective outcomes. In Alberta, after 1955, and in Saskatchewan, statements which were modified were restated in more operational terms. A significant number of 1965 Alberta statements showed this trait.

The appearance of a number of broad statements was fairly consistent. These aims could be properly placed under more than one category of the taxonomies. On the whole the objectives were clearly identified as either cognitive or affective in nature. Table XLVI discloses the proportion of cognitive and affective objectives.

TABLE XLVI

## NUMBER OF OBJECTIVES ANALYZED BY PROVINCES

| PROVINCE         | COGNITIVE | AFFECTIVE | TOTALS |
|------------------|-----------|-----------|--------|
| Alberta          | 186       | 80        | 266    |
| British Columbia | 55        | 44        | 99     |
| Saskatchewan     | 28        | 20        | 48     |
|                  | 269       | 144       | 413    |

All the provincial statements showed diversification in the cognitive and affective domains. A wide variety of objectives appeared under all the categories of the taxonomies. There was only one exception in all the provincial statements. There were no objectives classified





under the division of characterization by a value or value complex for British Columbia. The higher level categories of the cognitive domain and the affective domain did not receive the same amount of attention in British Columbia as in the other two provinces.

In the framing of the provincial statements there was a basic difference applied in the approach to the formulation of objectives. British Columbia subscribed to an analytical approach; Saskatchewan was primarily concerned with brevity and the specific objectives were obscured in this attempt to be brief; Alberta was concerned with a more thorough coverage of objectives. There was no flagrant evidence of slogans and there was no significant indication of conflicting or contradictory statements. This would suggest some confirmation of the academic competence of the framers who were concerned with the problem of refining the statements.

There was some evidence, however, of ambiguity in the British Columbia statements. The following British Columbia objectives are submitted as examples:

To develop sympathetic understanding of the manifold relations of aesthetics to life and labour. (General Objective 20, 1960).

To acquire skills making for efficiency and stability in the areas of neatness, industry, courtesy, promptness, accuracy, cooperation, economy of time, patience in observation and discussion and studied use of leisure. (General Objective 31, 1960).

To develop an appreciation of scientific and artistic progress. (Objective 6, Social Studies 20, 1960).



Proliferation

Evidence showed that there has been a major proliferation of objectives in the Alberta high school social studies programs. The proliferation of aims was considerably less evident in British Columbia. (See TABLE XLVI). The Saskatchewan statements were unique for their brevity and there was a strong indication of a trend to reduce the total number of objectives for the senior high school social studies. British Columbia and Saskatchewan showed little progressive growth in the production of new objectives.

Objectives Peculiar to the Social Studies

Objectives peculiar to the social studies were distinguished from the following general educational aims: citizenship, vocational, aesthetic, recreational, preparation for further education, basic skills such as reading and how to study. Table XLVII showed that a large majority of the objectives were peculiar to the social studies.

TABLE XLVII

OBJECTIVES PECULIAR TO SOCIAL STUDIES

| PROVINCIAL<br>STATEMENTS | OBJECTIVES PECULIAR<br>TO SOCIAL STUDIES | OBJECTIVES OF<br>GENERAL EDUCATION |
|--------------------------|------------------------------------------|------------------------------------|
| Alberta                  | 83%                                      | 17%                                |
| British Columbia         | 86%                                      | 14%                                |
| Saskatchewan             | 80%                                      | 20%                                |

The objectives of concern to general education showed a major stress on citizenship. None of these outcomes were involved specif-





ically with preparation for further education or with recreational preparation. Alberta had one statement and British Columbia had two concerning the vocational field. All statements, especially those of Alberta (seventeen objectives) showed interest in the development of basic skills.

### Distinct Differences and Uniqueness

The objectives of the provincial statements were also examined for distinct differences and uniqueness. Most of the distinct differences arose out of the Alberta objectives. During the history of social studies instruction at the senior high school level in the three provinces concerned with this study, Alberta had framed four major sets of statements compared to one major set of aims issued in British Columbia. Saskatchewan had two major sets of aims; the second set was modeled on the first. Saskatchewan revealed a unique trend by developing a reduced number of objectives in the second set.

Alberta produced a total of two hundred and sixty-six objectives compared to the British Columbia and Saskatchewan combined production of one hundred and forty-seven aims. Alberta also indicated a more distinct trend toward the development of the instructional type of statement.

In the area of consumer education Alberta was again unique with fifteen objectives compared to a bare mention in one British Columbia outcome and none in Saskatchewan.

British Columbia showed uniqueness with objectives in the affective domain; out of a total of thirty-eight objectives thirty were classified in the affective continuum with particular stress on the growth and importance of values.



### Major Tasks and Trends

Major areas of stress or tasks and underlying trends were noted. Ideals of citizenship and democracy received major stress. There was agreement in the need to master a certain amount of factual knowledge as a fundamental need in the development of intellectual skills and abilities. The provincial statements were generally in accord with the assumption that skills, abilities, habits and attitudes should also be cultivated. Basically the provincial statements were concerned with objectives transmitting knowledge, skills, abilities and values. A limited number of aims were directed toward idealistic goals (ideals of society, rights of individuals, attitudes). Saskatchewan had seventeen per cent of the objectives directed toward idealistic ends, Alberta indicated thirteen per cent and British Columbia had ten per cent.

The provincial authorities practiced a variety of procedures in setting forth new statements of objectives. Before 1955 Alberta tended to frame new objectives with some repetition and modification of previously stated outcomes. More recently there was evidence of a trend toward developing of aims with more precision, this applied particularly to cognitive outcomes. British Columbia reprinted a basic set of established aims and added specific objectives to conform with course revisions. Saskatchewan was primarily concerned with modifications of traditional aims produced in a more explicit style. On the whole the provincial statements of objectives showed considerable agreement with traditional aims related to the command of fundamental processes and citizenship, and the development of ethical character.





## Evaluative Criteria<sup>1</sup>

The following criteria were employed to evaluate the provincial statements. The criterion of Social Adequacy was concerned with the relationship of the objectives to social circumstances. The criterion of Basic Human Needs was related to basic needs that have been identified with food, shelter, protection; and derived needs such as tastes, likes, dislikes, desires, skills, movement and social recognition. The evaluative question applied at this point was: does the relationship between basic needs and objectives hold only for individuals or all members of society, regardless of social status?

Under the criterion of Democratic Ideals valid educational objectives will be consistent with the democratic ideology. Under the criterion of Consistency and Noncontradiction the objective which was neutral or consistent with others was considered not contradictory.

With reference to the criterion of Behavioristic Interpretation the objective is not explicit until its meaning in terms of actual behavior is known. An objective such as "critical thinking" is invalid unless it can be put into terms of human behavior.

Under the criterion of Social Adequacy the Alberta objectives took due account of current social transformations and appeared adequate enough to help build a set of social values. The Saskatchewan aims were also concerned with current society and appeared to be conceived in terms of the demands of the social circumstances. The British Columbia objectives were the least valid, however, there was an indication of a relationship to the social circumstances faced by our society.

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<sup>1</sup>B.O. Smith, W.O. Stanley and J.H. Shores, Fundamentals of Curriculum Development (New York: World Book Company, 1957), pp. 107-123.





Only a few objectives were directly concerned with the Basic Human Needs. All the provincial statements had some objectives which could be based ultimately upon some conception of human needs and would hold for all members of society, regardless of social status. The Alberta aims appeared to be the most adequate in meeting the derived needs of knowledge and skill which would lead toward the fulfillment of basic human needs, particularly with reference to "food" and "shelter."

Social Studies objectives in the provincial statements were fully validated as being consistent with the Democratic ideology.

The application of the criterion of Consistency and Noncontradiction did not show any set of aims which was entirely consistent. The Alberta statements revealed a uniform consistency in fairly large patterns, particularly after 1955. The British Columbia statements showed consistency but in much smaller sets of objectives interspersed with neutral aims. There was also some evidence of a lack of logical relationships. The Saskatchewan statements showed some lack of uniformity although there was evidence of consistency in small sets of objectives.

On the basis of the criterion of Behavioristic Interpretation a significant number of objectives were invalid in all the provincial statements. They were not explicit enough to provide meaning in terms of actual behavior. The following illustrative expressions were drawn out of the provincial statements. The following Alberta terms appeared before 1955: "democratic leadership," "aesthetic expression," "artistic expression," "contemporary life," "democratic values," "think logically," "think critically."



The following terms were drawn out of the British Columbia statements: "sure basis to understanding," "reasoned affection," "critical fairness," "appreciation of the arts," "appreciation of letters," "ideals of citizenship."

The following Saskatchewan terms were selected from objectives which were not explicit enough to provide meaning in terms of actual behavior: "socially-conscious," "loyalty to group effort," "desire for Canadian unity," "loyalty to British constitutional government," "open-mindedness," "reasoned arguments."

The five-point criteria employed to evaluate the provincial statements indicated that the objectives were sound according to the criteria of Basic Human Needs and Democratic Ideals. The Alberta and Saskatchewan aims held good under the criterion of Social Adequacy but the British Columbia goals were not so well founded. A significant number of objectives in the provincial statements were not entirely valid under the criteria of Consistency and Noncontradiction and Behavioristic Interpretation due to lack of consistency and explicitness.

## II. CONCEPTUAL MODELS OF THE FORMULATION, DIVERSIFICATION AND DIRECTION OF OBJECTIVES IN THE SOCIAL STUDIES

The design of the conceptual models was based on information and data derived from this study. A conceptual model is a theoretical construct of some real system which may be viewed simply as a set of elements interacting with one another.<sup>2</sup> An effective conceptual model not only

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<sup>2</sup>D.A. MacIver and E.A. Holdaway, "An Analysis of the Use of Models in Education," The Alberta Journal of Educational Research, Vol. XII, September, 1966, No. 3, pp. 163-187.





orders the elements in the system under analysis but it also assumes certain relationships among these elements.

Three conceptual models were designed to place in appropriate relationships the fragments of knowledge drawn from this study concerning the sources and direction of social studies objectives, and the cognitive and affective forms of classification.

### Formulation of Objectives

Social studies objectives are set, at least to a degree, by forces outside the educational system. The system of stating objectives is, therefore, an open system related to environment and serves society; as society changes so do the expectations it holds for the social studies.

Competent authorities in the field recommend three sources for getting information helpful in deciding on objectives.<sup>3</sup> They recommend that the studies of the learner, the studies of contemporary life and suggestions from subject specialists, along with the employment of a philosophy of education and a theory of learning should be the basic concerns in the formulation of objectives.

They also recommend a series of questions which should be applied in deciding on objectives. These questions have been adapted to describe the five elements involved in the conceptual model (Figure 2) designed to give a picture of the formulation process of social studies objectives.

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<sup>3</sup>Benjamin S. Bloom, editor, Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain (New York: David McKay Company, Inc., 1956), pp. 25-27.



The questions and elements involved in the design of the model are listed below:

#### Student Needs

What is their present level of development?  
 What are their needs?  
 What are their interests?

#### Contemporary Life

What are the activities that individuals are expected to perform?  
 What are the problems they are likely to encounter?  
 What are the opportunities they are likely to have for service or self-realization?

#### Nature of the Subject Matter

What is the conception of the subject field?  
 What are the types of learning which can arise from a study of that subject matter?  
 What are the contributions that the subject can make in relation to other subjects?

#### Philosophy of Education

What are the important values?  
 What is the proper relation between man and society?  
 What are the proper relations between man and man?

#### Psychology of Learning

What is the appropriate placement of objectives in the learning sequence?  
 What are the learning conditions under which it is possible to attain an objective?  
 What are the appropriate interrelationships among the objectives?

The model identifies three possible sources of information which may be directed into the formulation process where both the philosophy of education and psychology of learning could be applied during the framing of the objectives. The application of evaluative criteria to



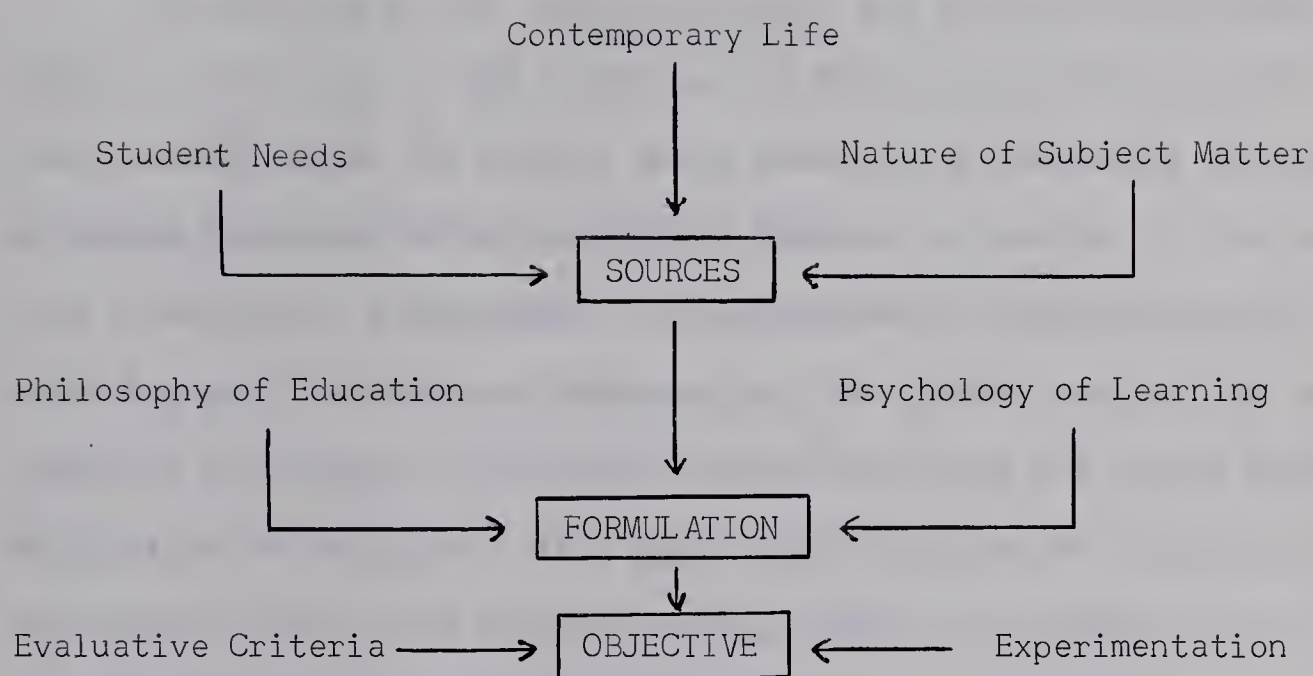


Fig. 2 FORMULATION OF SOCIAL STUDIES OBJECTIVES





check the validity of the objective and a period of experimentation could complete the final framing process.

### Diversification and Relationships of Objectives

Figure 3 is a conceptual model of the cognitive and affective domain.<sup>4</sup> The purpose of the diagram is to give a picture of the diversification of the social studies objectives and, at the same time, to show the overlap existing in the two continua.

The meeting of the affective domain and the cognitive domain begins at level one of the continua. At this first point of close parallelism between the domains where Receiving a phenomenon corresponds to having Knowledge of the phenomenon there is a relation in the fact that attending to a phenomenon is prerequisite to knowing about it. Receiving may also involve Comprehension, the second category of the cognitive continuum, and it could involve the third and fourth levels, Application and Analysis. This means that an objective specified in the lowest level of the affective domain could be restated so as to be classified in the cognitive domain.

At the second and third levels the affective portion is not unrelated to the cognitive domain, but the nature of the relation is much less easily specified. In all the affective behavior at levels two and three the cognitive element is present and implied.

The second major point of apparent close contact takes place at levels four and five of the continua. At this point the behavior described by the affective domain is in part cognitive as conceptualization of a value takes place. This value is in turn integrated

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<sup>4</sup>David R. Krathwohl, Benjamin S. Bloom and Bertram B. Masia, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964), pp. 48-53.



and organized into a system of values which comes eventually to characterize the individual. The ability to organize and interrelate values into systems calls for the ability to analyze and the development of new value complexes also involves the ability to synthesize.

Characterization, the fifth level of the affective domain, implies the ability to balance values against one another. This capability is also implied in Evaluation, the highest category in the cognitive domain. Evaluation represents not only an end process in dealing with cognitive behaviors, but also a major link with the affective behaviors where values are the central processes involved.

#### Direction of Objectives in the Social Studies

The social studies objectives are expected to direct an important part of the educational process for purposes of acquiring a body of knowledge concerning the operation of human society; of increasing capacity to think critically and creatively; to develop the ability to deal with normative or value questions; furthermore the social studies objectives are expected to direct learning process toward the development of some facility in modes of thinking and inquiry.

According to the evidence drawn from this study the social studies aims have been attentive to the processes of acquiring an operational body of knowledge, conceptualization and organization of value complexes, the practice of methods of problem solving, and directing attempts to develop the ability to think critically and objectively. The social studies objectives, however, have not extended concern in the development in methods of inquiry beyond minor research techniques, study habits, and some practice in analysis and synthesis. It appears that there might be a need for a more scientific approach toward the improvement





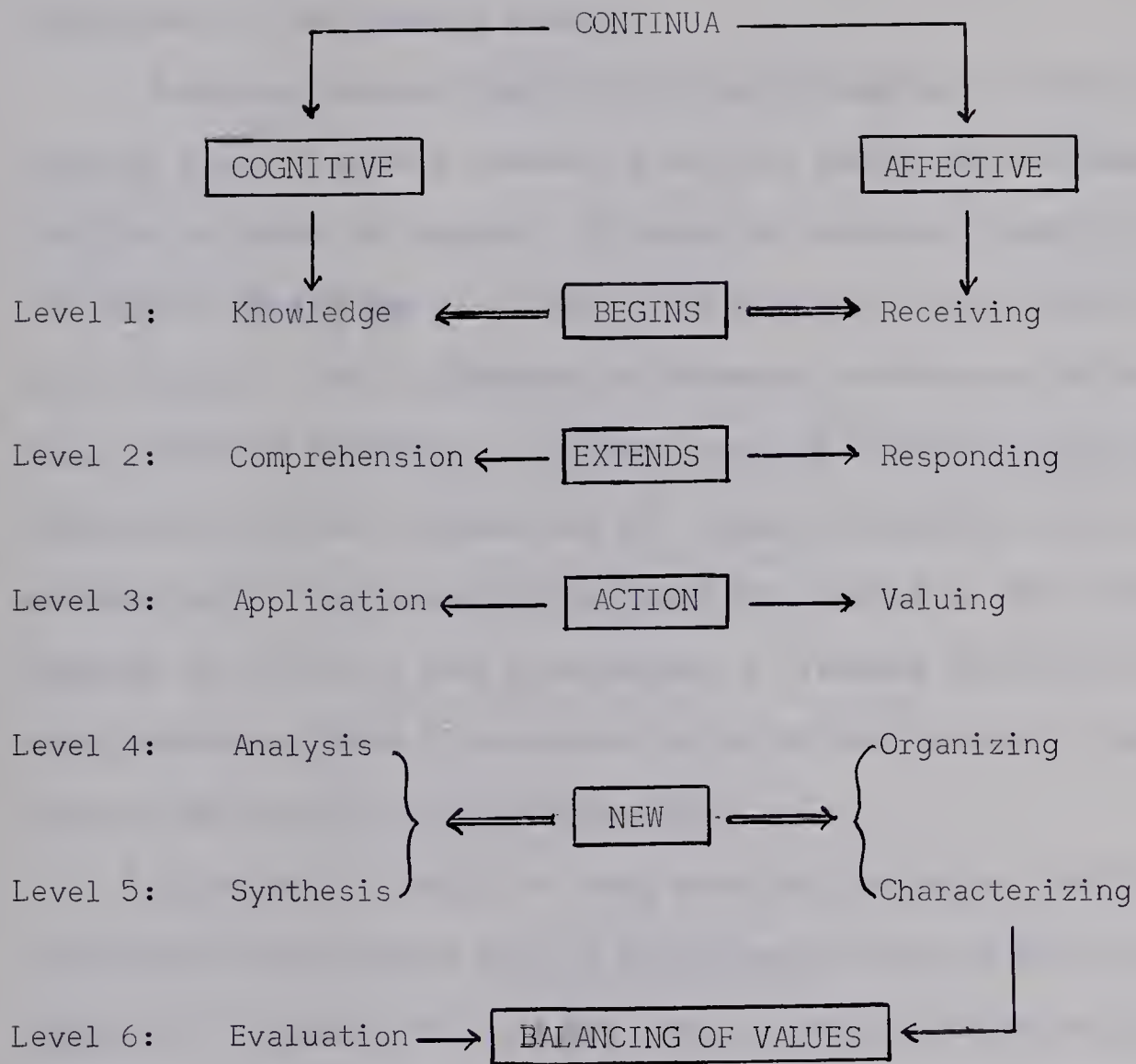


Fig. 3 THE DIVERSIFICATION OF OBJECTIVES AND RELATIONSHIPS  
BETWEEN COGNITIVE AND AFFECTIVE OBJECTIVES



in modes of thinking. The conceptual model in Figure 4 could be offered as educational theory suggesting a more practical approach toward the development of the inquiry method.

A synthesis with other disciplines through an interdisciplinary approach might give more concrete direction toward the development of facility in modes of inquiry. To solve the problem of what disciplines are to be interrelated only those forming part of the scientific endeavor were selected. The disciplines in the model system were sorted into this scientific category as follows: natural sciences (physical and biological), social sciences and the formal disciplines (logic and mathematics).<sup>5</sup> The formal disciplines are related to the scientific endeavor in so far as they provide ways of forming characterizations about phenomena which is a crucial factor in the process of making natural and social sciences systematic.

The modes of inquiry of more than one discipline could be synthesized and extended into an interdisciplinary, problem oriented approach. A consideration of the time problem in the learning process would almost justify the need for an interdisciplinary approach. The concepts and generalizations, the very essence of the various disciplines, could be preserved and applied towards the development of the facility in modes of inquiry.

The social studies as an integrated program is derived from the social sciences and it is thus indicated in the conceptual model. The social studies, to some degree, already represents a synthesis of other disciplines.

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<sup>5</sup>Elizabeth S. and George S. Maccia, "Educational Theorizing Through Models", The Alberta Journal of Educational Research (Edmonton: The University of Alberta Press, 1966), Vol. XII, No. 3, pp. 189-197.



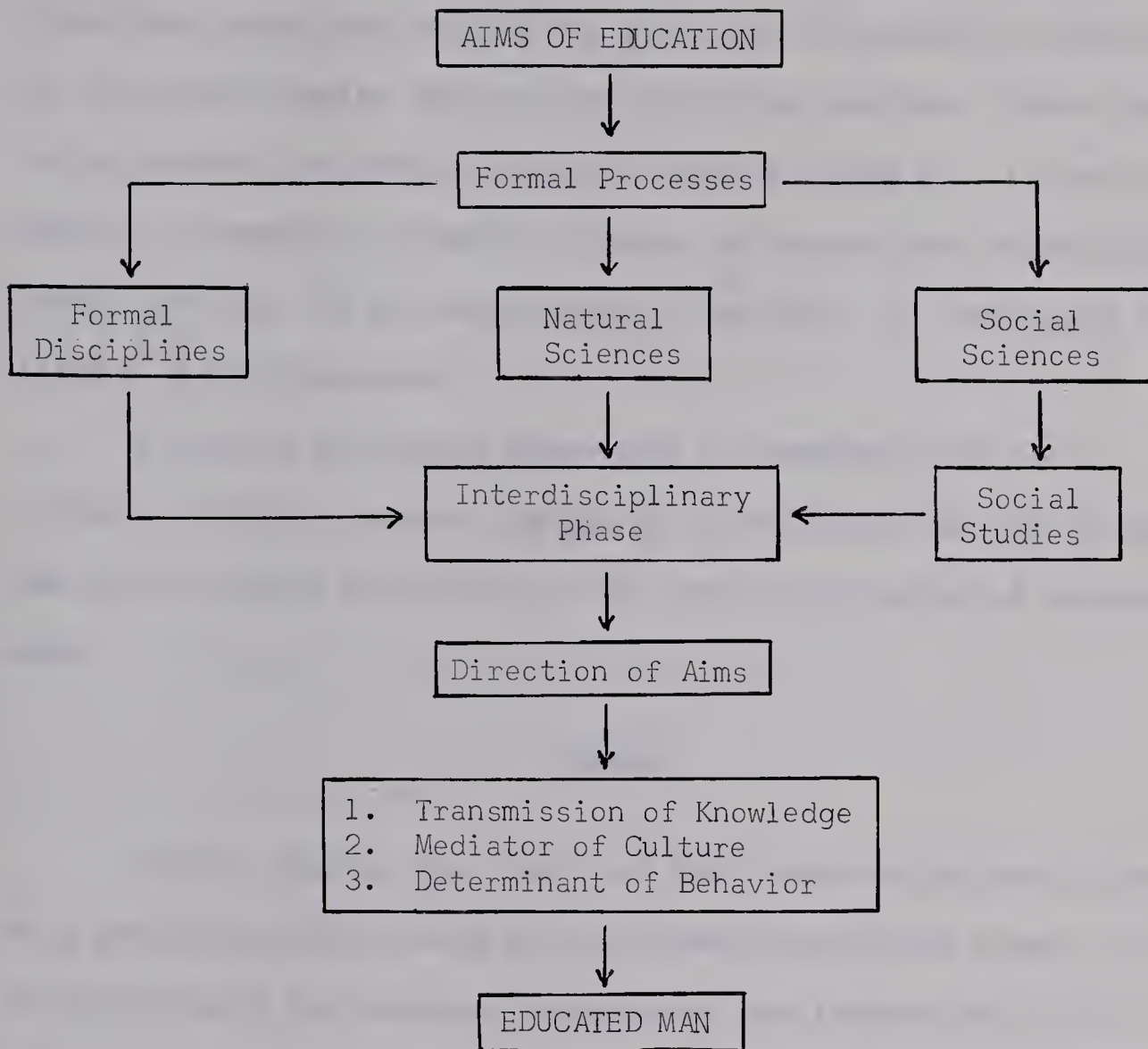


Fig. 4 THE DIRECTION OF SOCIAL STUDIES OBJECTIVES IN  
RELATION TO EDUCATIONAL AIMS





The three considerations in the model for the purposes of educational aims overlap with the three considerations for the purposes of the social studies derived from this investigation. These three social studies considerations may be stated simply as 1) the transmission of important elements of great cultures of the world, particularly our own, 2) the improvement of society, 3) developing the talents of the individual.

Figure 4, therefore, represents a conceptual model which attempts to give a general view of the blending and the direction of the social studies objectives in the process and system of educational aims.

#### SUMMARY

In this chapter the results of the investigation were ordered on a comparative basis to draw out further descriptive evidence in accordance with the purpose, the plan and the limitations of the study. This evidence provided useful data which helped to clarify the fundamental reasons for the development of objectives in the social studies thereby aiding in the identification of a central rationale.

The three main sections of this chapter examined the various features and aspects of the findings relating to social studies objectives particularly with reference to standardization, diversification, homogeneity, generality, functionality, broadness, ambiguity, proliferation, distinct differences and uniqueness, trends, major areas of stress, directions of change, and the general qualities of objectives as effective guides to social studies activities.

The analyses of the objectives disclosed the fact that the



provincial statements were commonly concerned with the need to place importance on intellectual skills, ideals of citizenship and democracy, and social attitudes. The results of the analyses of 413 objectives drawn from the provincial statements suggested that more than four-fifths of the aims were peculiar to the social studies as distinguished from objectives of concern to general education.

The characteristic of generality was evident in a significant number of objectives in all the provincial statements.

Some evidence of distinctness and uniqueness appeared in the Alberta statements. After 1955 there was a distinct trend in Alberta toward the formation of more functional objectives. This province was also unique with regard to the large number of aims framed to promote consumer education.

The application of the five-point evaluative criteria proved the provincial statements to be true in connection with basic needs and democratic ideals. The goals were sufficiently sound with respect to the criterion of social adequacy. None of the statements showed complete sets of aims which were entirely consistent among themselves; however, all provincial statements revealed a number of fairly large sets of aims with uniform consistency. A significant number of objectives in the provincial statements were not explicit enough to provide meaning in terms of actual behavior.

All the statements implied a strong relationship with desirable habits, attitudes and understandings and indicated full agreement with a significant number of traditional aims.





The three conceptual models represented attempts to design systems or patterns for the social studies objectives which would picture the process of formulation, the extent of diversification and relationships, and the place of social studies outcomes in relation to educational aims. All the models developed in this study should serve as useful guides in directing the authorities concerned with the framing of social studies objectives.



## CHAPTER VI

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to investigate the provincial statements of objectives framed by the provinces of Alberta, British Columbia and Saskatchewan for the senior high school social studies programs.

The four sections of the chapter will present a brief summary of the investigation, the findings and conclusions, some suggestions for further research, and a number of educational implications arising from the study.

#### I. SUMMARY OF THE STUDY

The study was divided into three parts in an effort to explore the social studies objectives in the provincial statements. The first part analyzed the objectives in the cognitive domain. The second part of the investigation then proceeded with the analyses of objectives in the affective domain. A comparative study of the results of the investigation constituted the third part of the study.

Of the 413 objectives drawn from the statements set forth by the three provincial authorities 269 were classified in the cognitive division and 144 in the affective domain. The data were provided by provincial statements issued for senior high school social studies



during the following years: Alberta, 1939, 1946, 1955 and 1965; British Columbia, 1951 and 1960; Saskatchewan, 1950, 1961, 1962 and 1963.

The provincial statements containing the cognitive and affective objectives were analyzed using condensed versions of taxonomies designed for the classification of educational objectives.<sup>1</sup> Tables were used in conjunction with appendixes where the objectives, in statement form, were enumerated. This arrangement served to order the data in a convenient way for purposes of classification and analysis.

Additional tables were also constructed for the purpose of identifying provincial statements, grades and courses, pertinent statistical information relative to the cognitive and affective domains, and objectives peculiar to the social studies as distinguished from objectives of general education.

Explanations and descriptions accompanied each table with some of the more significant results of the analyses. Points for comparison were raised and presented in a series of short summaries.

The overall results were then compared to bring out the distinct and common features of the provincial data drawn from the three provinces of concern to this study.

The findings of these analyses are noted in the next section.

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<sup>1</sup>Benjamin S. Bloom, editor, Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain (New York: David McKay Company, Inc., 1956), pp. 201-207; David R. Krathwohl, Benjamin S. Bloom and Bertram B. Masia, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964), pp. 176-185.





## II. FINDINGS AND CONCLUSIONS OF THE INVESTIGATION

The findings and conclusions of the investigation are submitted under the following four broad headings concerning characteristics and trends of senior high school social studies objectives in Alberta, British Columbia and Saskatchewan.

### Commonality

The study identified a number of areas of commonality among the provincial statements. These are summarized below according to the general findings and conclusions.

1. All the provincial statements were consistent in stressing the basic social studies skills. In the most common types of objectives drawn from three provincial statements this outcome was at the head of the list.
2. There was uniform support for the development of intellectual skills in the areas of comprehension in all the statements.
3. The statements showed common agreement on the importance of developing the ability to think critically and objectively in problem oriented processes.
4. The concepts of citizenship and democracy received consistent attention and reached the status of major outcomes.
5. There was a significant degree of commonality revealed in the provincial statements with reference to the development of social values. The degree of common interest was less with regards to religious ideals and cultural values.
6. All the provincial statements sustained a normative amount of attention toward the development of character and personality.



7. All the provinces reflected a likeness in the presentation of desirable outcomes of learning although the number formulated to seek ultimate ends was comparatively few.

8. The variety of aims reached a wide range of diversification in the cognitive and affective categories in all the provincial statements.

9. The characteristic of generality was an intrinsic feature of a significant number of objectives. The prevalence of abstract terms was consistently in evidence in both short and long statements. The overuse of abstract expressions was more evident than qualities of precision and clarity.

10. The provincial statements were characterized by a significant number of broad statements although the majority of objectives were designed to specify behavior in one domain (cognitive or affective) at a time.

### Differences

The analyses showed that a significant number of differences existed.

1. In the content area the three provincial statements also placed a significant amount of attention on world history and international relations. In comparison to the other two provinces British Columbia indicated more emphasis on objectives concerned with the recall of facts.

2. The analyses disclosed a variation in the internalization process of values. Both Alberta and Saskatchewan affective objectives supported the more active role of the motivated student whereas the British Columbia statements favored a more passive role of the learner





where the sole responsibility for the evocation of behavior rested with the teacher.

3. The British Columbia general objectives were characterized by a predominance of affective goals stressing the development of attitudes and appreciations, particularly with reference to the citizenship role within the province.

4. The provincial statements showed disparity in supporting the growth of consumer attitudes. British Columbia aims indicated a minor interest in consumer education growth compared to the strong support evident in the Alberta objectives which included worthy home membership.

5. The proliferation of objectives was considerably less evident in the British Columbia and Saskatchewan statements of aims. Compared to Alberta the development of new outcomes in these two provinces was almost static and centered almost exclusively on one primary set of objectives. Evidence showed that there has been a general proliferation of senior high school social studies objectives in Alberta. This multiplicity reached a peak in Alberta in 1955 when a total of 148 aims were proposed for the senior high school social studies. In 1965 a total of 159 objectives appeared in this province, however, 89 of these aims were framed in 1955 and reprinted in 1965.

6. Saskatchewan showed uniqueness in the limitation of the number of general social studies objectives and in the discontinuance of proposing specific course aims.

7. The provincial statements confirmed the preservation of four traditional objectives which concerned the development of fundamental processes, citizenship, worthy use of leisure and the development of



ethical character. Alberta revealed a distinctness or difference by supporting an additional traditional aim which was related to the development of worthy home membership.

### Other General Characteristics

A number of characteristics of a general nature were drawn out of the findings which showed features peculiar to the social studies.

1. Relative ranking appeared to apply to citizenship objectives, otherwise the relative importance of objectives was largely an academic one. The assumption appeared to be that all the objectives of the social studies are best served when they are pursued concurrently in an interrelated fashion.

2. A large majority of the objectives in the provincial statements were classified as peculiar to the social studies. Evidence indicated that fewer than twenty per cent of the objectives were the concern of general education.

3. The provincial statements were valid in connection with basic needs and democratic ideals, and suitable with respect to the criterion of social adequacy. None of the statements showed complete sets of aims which were entirely consistent among themselves. There was, however, evidence of consistency in small sets or "clusters" of objectives. A significant number of objectives was not explicit enough to provide meaning in terms of actual behavior.

### Trends and Patterns

There were no clear trends or patterns which could be derived from the provincial statements as a whole. The following trends and patterns apply primarily to Alberta:



1. There was no consistent pattern of objectives established other than in the format used in framing the statements, that is, listing aims under three headings, namely understandings, skills and habits, and attitudes and in the use of "clusters" to identify an objective particularly with reference to listing outcomes concerning basic skills and values. The "cluster" arrangements were more evident in the Alberta and British Columbia statements.

2. A growing number of social studies goals have become more functional, meaningful and explicit. This was evident in Alberta after 1955 and in Saskatchewan during the 1961-63 revision period.

3. Before 1955 Alberta stressed knowledge of facts and recall of general information. More recent statements of objectives stressed intellectual goals and showed a trend toward the numerous specific abilities and skills outcomes.

4. Alberta also showed evidence of a trend to stress communicative skills and abilities required in problem-solving; and more open stress on methods of inquiry, correct usage and knowledge of generalizations.

### III. SUGGESTIONS FOR FURTHER RESEARCH

The findings of this study have revealed a number of areas where further research is needed.

A study of evaluative procedures should be undertaken to investigate ways of measuring the degree to which social studies objectives have been achieved. If this information about evaluation procedures were available, educators could assess the extent to which the social studies curriculum measures up to the stated objectives and also provide evidence





as to how so many objectives may be achieved by one subject area.

There should be further research to investigate the usefulness of taxonomies of educational objectives as an aid in helping to formulate social studies objectives more precisely, to see a possible range of objectives and to suggest points of possible integration of social studies objectives with objectives in different subject matter fields.

The language of the social studies objectives should be analyzed to discover effective ways of improving the terminology. If the social studies objectives are to give direction to the learning process the terminology must become clear and meaningful.

A study should be undertaken of the growth, retention, and transfer of social studies objectives to determine which educative experiences are most efficient in producing a particular kind of behavior. This information would be useful in determining and formulating objectives.

#### IV. IMPLICATIONS OF THE STUDY

A number of implications for the social studies objectives and those concerned with their design and framing may be derived from the findings and conclusions of the study.

1. To provide a clearer definition of educational policy concerning the social studies objectives and to lead the way to more functional statements, objectives should be examined constantly and revised when necessary. Consideration should be given to forming objectives in terms of two dimensions, behavioral consequences and content, which may then serve three functions, as a guide to the selection of learning experiences, as a guide to the planning of teach-



ing and as a guide to the evaluation of outcomes. Functional aims of this nature would help to bridge the gap from the objective to content.

2. There is a need to plan objectives to overcome the problem of proliferation and in a manner so as to share objectives that are inherent in all educational programs. Objectives could be generally stated in the curriculum plan with the specifics used as illustrations rather than treating the specifics as separate objectives.

3. There are implications in the study which suggest that the problems of assessing the fitness of objectives to content levels and grades should be investigated. Objectives of immediate ends could be set at different levels with the objectives of ultimate ends appearing as on-going with a continuous view in mind.

4. The taxonomies appeared to be effective tools for classifying and describing objectives. This suggests a significant aspect of the findings which implies further application and use in developing means of improving the social studies objectives. The taxonomies are highly organized and comprehensive plans for classifying educational behaviors and should prove to be useful as aids helping to formulate objectives more precisely and in seeing a possible range of social studies objectives. The taxonomies could also serve as means of detecting and highlighting the parallelism of objectives in different subject matter fields thus suggesting points of possible integration.

5. With the changes in the culture making changes in the curriculum necessary there is a need to find ways of linking objectives of the social studies with the basic purposes of the school in society.

6. The data of the study could assist in developing more explicit objectives characterized by processes of self-realization





and a desire to find order and meaning in the world and to provide a basis for building social studies curricula. The process of inquiry rather than the transmission of facts should characterize the social studies objectives.

7. There are implications in the study which suggest the need for some form of cooperative effort on the part of the provincial authorities to examine educational aims. The results of such an endeavour would help to develop means of improving objectives including those of the social studies.



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## APPENDIXES





APPENDIX A

ALBERTA OBJECTIVES

- 1. To ensure that the province's natural resources are managed in a sustainable manner.
- 2. To ensure that the province's natural resources are managed in a sustainable manner.
- 3. To ensure that the province's natural resources are managed in a sustainable manner.
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- 20. To ensure that the province's natural resources are managed in a sustainable manner.



## SOCIAL STUDIES 1, 2, 3 (1939)

GENERAL OBJECTIVES:

1. To discover how different peoples tried to solve problems such as we have to meet.
2. To relate findings to present-day problems with a view to discovering how we may cope with these problems.
3. To develop an honest appraisal of widely different economic and political methods which have been and are being tried in different parts of the world.
4. To prepare students to share the responsibility of making desired changes in a democratic way.
5. To experience democratic leadership.
6. To understand the fundamental principles and lessons of early history.
7. To discover the important changes and significance of trade and industry.
8. To develop an appreciation of the worth and growth of human knowledge.
9. To appreciate the value of aesthetic expression.
10. To develop a knowledge of the history of Christianity and an acquaintance with important religions to further the development of respect and toleration of other religious beliefs.
11. To develop a sense of value and tolerance in the family unit and with classes in society and mixture of races.
12. To develop an enlightened and objective attitude regarding war and the desire for peace.



## SOCIAL STUDIES 1 (1939)

SPECIFIC OBJECTIVES:

1. To develop knowledge of the origin and rise of each state.
2. To develop knowledge of forms of government.
3. To develop an understanding of the effect of geographic and economic conditions on each state.
4. To study each culture in comparison with others.
5. To develop the idea of time.
6. To consider the contributions of each state and culture.
7. To develop the realization of changing conditions and ideas in some respects and in other respects man has changed little or not at all.

## SOCIAL STUDIES 2 (1939)

SPECIFIC OBJECTIVES:

1. To provide a continual comparison of states.
2. To provide knowledge of the geography and expansion of Europe.
3. To acquire a knowledge of the effects of imperialism.
4. To realize the importance of trade and industry.
5. To provide an understanding of the importance, application and rate of accumulation of knowledge.
6. To appreciate the value of artistic expression in life.
7. To develop a knowledge of organized society, social classes and modern social problems.





## SOCIAL STUDIES 3 (1939)

SPECIFIC OBJECTIVES:

1. To develop a permanent interest in a number of important contemporary problems at national, imperial and international levels.
2. To create an appreciation of citizenship responsibilities about contemporary problems.
3. To develop an ability to think objectively and intelligently about contemporary problems.

## SOCIAL STUDIES 1, 2, 3 (1946)

GENERAL OBJECTIVES:

1. To develop characteristics of behaviour essential for effective citizenship in our democracy.
2. To develop democratic values of respect for the individual, belief in cooperative action, and the right of all to equal opportunity.
3. To develop types of behaviour which will bring about desired changes in our culture.
4. To understand contemporary life.
5. To build democratic values.
6. To develop individual potentialities.
7. To prepare for an informal and active citizenship role.
8. To provide knowledge of the lessons of history.
9. To develop the ability to think logically and to make purposeful inquiry.
10. To develop mastery of facts as an aid in logical thinking and purposeful inquiry.
11. To develop the ability to think critically.
12. To further the development of character building and personality.



13. To develop the concept of a Canadian citizenship.
14. To promote Christian ideals: service to the larger group, individual worth, tolerance, loyalty.
15. To promote the ability to work in a cooperative manner.
16. To develop knowledge of the methods of performing basic research.
17. To further the development of reading and composition skills.
18. To provide leadership experiences.
19. To promote problem solving activities of concern to the social sciences.

SOCIAL STUDIES 10, 20, 30 (1955)

GENERAL OBJECTIVES:

Understandings.

1. To develop growth in comprehension.
2. To develop growth in social understanding.
3. To help the student become acquainted with the structure of government in Great Britain, Canada and the United States.
4. To provide a background knowledge of Canadian cultural and religious development.
5. To establish the view that geography influences people and modifies their culture.
6. To develop an understanding that the search for security is a major problem in the 20th century.
7. To develop an understanding of the influence of nationalism.
8. To develop an understanding of the nature of local government in Canada.
9. To develop an understanding that international trade is essential to economic well being.
10. To develop skill in locating information.
11. To understand the processes of studying materials.





12. To develop skill in appraising materials.
13. To develop skill in utilizing materials.
14. To develop techniques in committee work and reporting.

#### Attitudes.

15. To establish desirable social attitudes.
16. To modify undesirable attitudes.
17. To develop an understanding of the important value-concepts as points of reference.
18. To develop the basic attitudes of self-respect, creativeness, scientific viewpoint, cooperation, responsibility, social concern, reverence.
19. To realize that social reform may be accomplished peacefully.

### SOCIAL STUDIES 10 (1955)

#### SPECIFIC OBJECTIVES:

##### Understandings.

1. To develop an understanding of the physical environment, the geographic factors, barriers and avenues of movement and the natural resources as the bases of Canadian cultural development.
2. To develop an understanding of the impact of trade on the history of man as to economics, living standards, wars and the spread of civilization.
3. To develop an understanding of the conditions which influenced the movement and settlement of people.
4. To develop an understanding of the influence of immigration on cultures.
5. To develop an understanding of the function of government.
6. To develop an understanding of the development of democratic government.
7. To develop an understanding of the family unit.
8. To develop an understanding of the ideas of religion.



9. To develop an understanding of Christianity.
10. To develop an understanding of the worth of an individual and the brotherhood of man.

Skills:

11. To develop skills in locating information and in map using.
12. To develop skill in analyzing material for discussion.
13. To develop skill in utilizing material for discussion.
14. To develop study habits.
15. To develop skill in outlining.
16. To develop the ability to make comparisons and to organize events in sequence.
17. To develop the ability to generalize.
18. To develop the ability to work with others.
19. To develop the habit of establishing cause-and-effect relationships.
20. To develop increased readiness for discussion and good speaking habits in group discussion.
21. To develop the ability to read.
22. To develop the ability in writing reports.
23. To develop habits of relating details to larger patterns.
24. To develop skill in interpreting current problems.
25. To develop skill in organizing facts about problems.
26. To develop skill in thinking out possible solutions for problems.
27. To develop skill in identifying relevant facts and locating reference material.
28. To develop skill in evaluating reference material.
29. To develop skill in oral reporting without notes.



Attitudes.

30. To develop concern for Canadian culture.
31. To develop the value-concept of problem solving.
32. To develop determination to solve problems.
33. To develop pride in Canadian economy and culture.
34. To develop tolerance for minority groups.
35. To recognize Canada's place in the world.
36. To develop concern for democratic ideals and readiness to practice democratic government.
37. To develop an objective view and concern for the preservation of the family unit.
38. To develop a desire for worthy home membership.
39. To develop reverence for religious beliefs.
40. To develop a desire for a philosophy of life and to recognize the importance of religion.

## SOCIAL STUDIES 20 (1955)

SPECIFIC OBJECTIVES:Understandings.

1. To acquire the generalization that the increase of knowledge during the Renaissance led to a better understanding of the nature and extent of the earth.
2. To acquire the generalization that the important explorations of the earth's surface, at the beginning of the Modern Age, took place within a relatively short time.
3. To acquire the generalization that wider geographic horizons extended the area of man's efforts, shifting the center of civilization to the Atlantic seaboard.
4. To realize that settlement in the new areas was determined by old world needs and conditions and by geographic factors.





5. To understand that the New Learning in Europe developed theories of science which led to the (inventions and) technological advances of the Industrial Revolution.
6. To realize that technological changes increase the efficiency of production and exchange of goods, adding to the wealth of nations.
7. To acquire the generalization that the distribution of wealth (wages, rent, interest, profits) among the various producers has led to many social problems.
8. To realize that changing industrial conditions create new problems for our social institutions.
9. To realize that competition among industrialized nations creates international problems.
10. To realize that the nation-state replaced feudalism as a form of political organization.
11. To acquire the generalization that the interests and welfare of the nation have successfully commanded the loyalties of its citizens.
12. To understand that the economic interests of many European nations led to imperial expansion and colonial rivalry.
13. To acquire the generalization that the evolution of democracy in Britain stirred nations on the continent of Europe to free themselves from autocratic rule.
14. To realize that the achievement of unification gave nation-states an advantage in the field of imperial expansion.
15. To understand that the discovery of new areas provided opportunities for the expansion of European civilization.
16. To understand the development of national sentiment in the new colonies which resulted in a new type of association with the European mother-countries.
17. To acquire the generalization that there has been a tendency, among many colonial peoples, to seek a lesser or a greater degree of independence.
18. To acquire the generalization that the institution of responsible government in Britain is the result of political evolution.



19. To realize that the evolution of the cabinet in Britain developed co-operation between legislative and executive functions.
20. To understand that the application of principles of representative government through the extension of the franchise gradually shifted political power throughout the classes of society.
21. To understand that democratic government throughout the world derives from the British constitution.
22. To understand the modern concept that the functions of government include most of the provisions of welfare legislation is the outgrowth of a long period of social concern.
23. To understand that the growth of democratic ideas in the eighteenth century led to a concern for the social welfare of all classes.
24. To understand that the success of a democracy depends upon the degree of enlightenment among its citizens.
25. To realize that in the nineteenth century there was a marked extension of literacy among the people of the more progressive European and American countries.
26. To understand that the removal of social injustices by legislative action reflected the needs and the spirit of the nineteenth century.
27. To acquire the generalization that Canadian church institutions were organized and developed mainly from European origins.
28. To acquire the generalization that the new enlightenment led to a questioning of authority in spiritual and cultural life.
29. To acquire the generalization that Canada's culture is a blending of numerous European influences adapted to Canadian conditions.

#### Skills.

31. To acquire the ability to make a systematic comparison of information from two or more sources concerning the Renaissance.





32. To acquire good habits with respect to setting down data, drawn from more sources than one.
33. To acquire the ability to give demonstration on some phase of the era of discovery using a map.
34. To acquire the ability to organize events in logical sequence.
35. To acquire increased skill in research.
36. To acquire good habits in the construction of notes and outlines.
37. To acquire skill in the reading and interpretation of one or more graphs which have to do with phases of modern technological or scientific progress.
38. To acquire an ability to trace cause and effect relationship from a series of events.
39. To acquire the habit of applying previous knowledge to the solution of a new problem.
40. To acquire the ability to interpret the meaning and significance of various constitutional terms.
41. To acquire the ability to recognize the influence of environment in adopting and modifying a generally accepted principle of government.
42. To acquire habits of forming true opinions based upon careful examination and evaluation of the facts.
43. To acquire skill in selecting materials to obtain information which is relevant to a theme.
44. To acquire good habits in listing and tabulating main points.
45. To acquire the ability to identify materials relevant to a generalization.
46. To acquire the ability to formulate one or more generalizations in addition to those given as Understandings.
47. To acquire skill in locating essential information concerning a topic and in assembling this in a systematic way for presentation to the class.
48. To acquire facility in expressing ideas concerning the background of Canadian cultural development.



49. To acquire an ability to isolate and identify main ideas in connection with Canadian religious development and to be able to discuss these ideas effectively.
50. To acquire an ability to establish casual relationships in following through a study of a section of a unit.

Attitudes.

51. To acquire an attitude of concern for the future of people in countries with very limited physical resources.
52. To acquire an identity of feeling with and common membership in Western civilization.
53. To acquire an attitude of sympathetic interest in the problems of labor in a highly industrialized society.
54. To acquire an attitude of active concern that there should be social control over the uses of modern scientific inventions.
55. To acquire an attitude of concern over the problems of imperialism and internationalism.
56. To acquire an attitude of concern for the maintenance of a just balance between governmental authority and freedom of the individual citizen.
57. To show an attitude of loyalty to the basic principles underlying democratic constitutions.
58. To acquire an attitude of determination that a free and democratic constitution be maintained.
59. To acquire an attitude of concern for the privileges and obligations of the citizen in a country which has parliamentary government.
60. To acquire an attitude of sympathetic concern for the welfare of the less fortunate groups in our society.
61. To acquire an attitude of conviction that the functioning of a successful democracy is dependent upon the enlightenment of its people.
62. To acquire an attitude of critical evaluation toward the welfare activities of the modern state.



63. To show an attitude of tolerance toward people whose religious beliefs are dissimilar to his own.
64. To show interest in the preservation of the worthy cultural achievements of the times.
65. To show an attitude of appreciation of spiritual values.

#### SOCIAL STUDIES 30 (1955)

#### SPECIFIC OBJECTIVES.

##### Understandings.

1. To develop an understanding of Canadian Geography as a factor in determining the nature of industries.
2. To understand how Canadian Geography creates problems in the development of national unity.
3. To understand how geography has given Canada a strong identity of interests with other North American nations.
4. To understand why Canada's geographic position gives her both Asiatic and European frontiers and relationships.
5. To understand how foreign trade improves the Canadian standard of living.
6. To understand how trade policies are influenced by political and geographical factors.
7. To understand why an equitable balance of trade is essential to sound economy.
8. To understand how international trade creates problems in foreign exchange.
9. To understand why trade competition creates international problems.
10. To realize that nationalism curbed by balance of power dominated world politics.
11. To understand why the allied nations after World War I failed to develop an effective policy to maintain peace.
12. To realize that Canada participated in World War II to maintain her security as a democratic nation.





13. To realize that the clash of ideologies between western democracies and communist countries is the greatest threat to world peace since World War II.
14. To understand how this century has been characterized by attempts to develop more effective forms of international control.
15. To develop an understanding of the building of Canada as a nation in spite of her historical association with Britain and geographic ties with the U.S.A.
16. To realize that Canada has been the political laboratory for Commonwealth development and change.
17. To realize that the freedom of association in the Commonwealth has wrought the practical advantages of such an association more sharply in focus.
18. To understand why recent expressions of nationalism in colonial empires has led to adjustments in the policies of colonial powers.
19. To realize how national sovereignty has created problems of internal control and external relationships.
20. To understand how municipal institutions draw their power from provincial legislatures and serve as agents of provincial government locally.
21. To regard municipal government as both the foundation and bulwark of democracy.
22. To realize that the structures of local government in Canada are a composite of British and American influences.
23. To develop an understanding of the problems that increased demands for services have created with reference to efficient and democratic administration.
24. To realize that the changing character of modern society has created a need for adjustments in local-provincial-federal governmental relationships.

SOCIAL STUDIES 10, 20, 30 (1965)

#### GENERAL OBJECTIVES:

##### Factual Knowledge.

1. To collect data and accumulate facts which are basic to the development of fundamental concepts.



Understandings.

2. To use facts for the development of understandings.

Skills.

3. To ensure the securing of a measure of those skills necessary for effective citizenship.
4. To develop the intellectual processes of inquiry and problem solving.
5. Locating and organizing information.
6. Acquiring information through reading, listening, and observing.
7. To determine relevancy of information.
8. Communicating both orally and in writing.
9. Interpreting charts, pictures, graphs, tables.
10. To develop skill in working with others.
11. To develop skill in reading social studies material.
12. To develop skill in applying problem-solving and critical-thinking skills to social problems.
13. Interpreting maps and globes.
14. Understanding time and chronology.

Attitudes.

15. To help develop self-respect, creativeness, scientific viewpoint, co-operation, responsibility, social concern and reverence.
16. To examine attitudes critically with a view to their suitability for the present cultural situation, and to throw some intelligent light on choices and beliefs.
17. To support the democratic ethic, including such general concepts as the brotherhood of man, the equality of the sexes, and the genuine worth of the individual.





## SOCIAL STUDIES 10 (1965)

SPECIFIC OBJECTIVES:Understandings.

1. To develop an understanding of democracy as a system of government having worth for human beings.
2. Knowledge of the existence of democracy in different parts of the present world.
3. To develop an understanding that democracy had to be won by people, and it must always be guarded.
4. To realize that democracy can operate most efficiently where people are educated, honest and responsible.
5. To realize that local government is the field in which we get the most experience in the practice of democracy.
6. To understand that the basis of credit is trust and confidence placed in the debtor.
7. To understand that consumers should exercise common sense and temperance to see to it that they do not indulge in too much credit.
8. To understand that consumers should exercise honest labor to see that their credit obligations are fulfilled.
9. To realize that most of the legal problems that arise between merchant and customer can be solved through the use of honesty, fairness and truth.
10. To realize that when a consumer buys carelessly he lowers his own standard of living.
11. To understand that man's basic needs have been the same for a long time.
12. To know that early man developed skills of communication: alphabet, writing.
13. To know that early man developed skills of computation: number system.
14. To realize that settled communities were more conducive to cultural development than were nomadic groups.
15. To understand that man has long sought logical social structures: law, government.



16. To develop an understanding that man has long sought satisfactory explanations of the universe: philosophy, religion.
17. To understand that man has long sought satisfaction: family living, leisure.
18. To realize that man has long sought beauty: art, literature, music.
19. To acquire the basic generalizations of the family unit.

#### Skills.

20. To acquire the ability to distinguish objective discussion, subjective argument, and subjective writing which purports to be objective.
21. To acquire an ability to recognize devices for persuasion in addition to logical argument.
22. To acquire a skill in logic to the point at which he is able to detect false conclusions from arguments offered.
23. To achieve some skill in argument.
24. To acquire the habit of examining every article for accuracy, objectivity, propaganda and logic.
25. To acquire skill in determining interest charges for the various forms of credit.
26. To acquire skill in working out annual rate of credit.
27. To acquire skill in the construction of family budgets.
28. To improve ability in exercising wise choice of articles.
29. To demonstrate ability to become an efficient consumer while still in school.
30. To cultivate the habit of critical thinking in the field of consumption.
31. To acquire good consumer habits coupled with the ability to adjust them to new problems as they arise in his future.
32. To develop skill in the process of historiography.
33. To develop habits of co-operation in group activity.
34. To develop skill in locating information from books.
35. To improve communicational ability.



36. To develop desirable skills associated with: locating information, selection and analysis of material read, and structured organization of the information secured.
37. To develop desirable skills associated with: class presentation and meaningful discussions.
38. To acquire skill in interpreting a current political or social problem.
39. To acquire the ability to identify facts of material relevant to one of the generalizations concerning family life.

Attitudes.

40. To be receptive to the role of being a good citizen which includes the exercise of the franchise, the study of problems before voting, the gaining of experience in deciding the solution of a problem.
41. To be receptive to the idea that accepting responsibilities in the school community is the mark of a good citizen.
42. To acquire an attitude of a moral as well as a legal responsibility for one's debts.
43. To acquire an attitude of thrift with a desire for voluntary saving.
44. To acquire an attitude of co-operation and mutual help in the field of consumption.
45. To develop an appreciation of man's achievement in the past.
46. To develop an appreciation of the skills of the archaeologist and historian.
47. To develop tolerance of other cultures and ways of life.
48. To develop an appreciation of the values of family and social organizations.
49. To develop reverence for religious beliefs, both familiar and different.
50. To develop responsibility for improving and transmitting the cultural heritage.





51. To acquire an attitude which shows an objective view of the family as a social institution.
52. To acquire an attitude of concern for the family's permanency in performing its social function successfully.
53. To acquire a desire and determination to achieve and maintain worthy home membership on his own part.



## APPENDIX B

### BRITISH COLUMBIA OBJECTIVES





## SOCIAL STUDIES 20 (1951)

SPECIFIC OBJECTIVES:

1. To provide a background for subsequent study of the development of the various stages of civilization.
2. To develop a basic knowledge of the outstanding contribution of individuals of all races and nations in the broad field of science.
3. To give an understanding of the evolution of our legal system from ancient times to the present.
4. To develop an appreciation of the privileges and protection of democratic justice, particularly in Canada.
5. To give some understanding of the progress and problems involved in securing justice and freedom among the nations of the world.
6. To give an understanding of the meaning of democracy and of the functioning of our democratic forms of government.
7. To develop an active appreciation of the privileges and responsibilities of democracy.

## SOCIAL STUDIES 20, 30, 32, 33 (1960)

GENERAL OBJECTIVES:

1. The central objective of Social Studies instruction is the promotion of better citizenship.
2. To develop knowledge to the extent that it provides a sure basis of understanding.
3. To develop love of truth and a desire to see things clearly and see them whole.
4. To provide constant training in critical thinking, in evaluating source material, and in detecting, analyzing, and appraising propaganda.
5. To develop an enjoyment of personal rights and privileges with the acceptance of personal responsibilities and duties.
6. To acquire an appreciation of the democratic ideology with its past struggles and achievements, its unsolved problems, its future possibilities, and its ever-present challenge.



Attitudes.

7. To develop respect for rights and opinions of others.
8. To develop recognition of and respect for the ethical standards or values of individuals, communities, and mankind generally.
9. To develop faith in human powers for improvement of individuals and communities.
10. To develop a vivid sense of social responsibility.
11. To develop interest in contemporary social problems and a desire to participate in their solution.
12. To develop religious and political tolerance.
13. To develop a reasoned affection for Canada, as distinguished from tribal prejudice.
14. To develop an appreciation of national achievements -- material, social, and ethical.
15. To develop recognition of national and local shortcomings.
16. To develop sympathetic understanding of national powers and ideals.
17. To develop critical fairness in partisan politics.
18. To develop an understanding of the use and misuse of patriotic phrases and labels.
19. To develop discrimination between special and national interests.
20. To develop appreciation of other communities and nationalities.
21. To develop willingness to examine fairly proposals of other national governments.
22. To develop recognition of values inherent in peaceful relations of nations.
23. To appreciate the worth of human life -- apart from pecuniary and class standards.
24. To appreciate the worth of work -- efficient and creative craftsmanship and conditions favorable to it.
25. To appreciate the right to individuality in life -- freedom from needless mass and standardizing pressures.



26. To appreciate the effective and wise use of money and leisure.
27. To appreciate community values and obligations.
28. To develop an appreciation of the arts in their various forms.
29. To develop an appreciation of letters in their various forms.
30. To develop sympathetic understanding of the manifold relations of aesthetics to life and labour.

#### Skills.

31. To acquire skills making for efficiency and stability in the areas of neatness, industry, courtesy, promptness, accuracy, co-operation, economy of time, patience in observation and discussion and studied use of leisure.
32. To acquire skill in how to read Social Studies material with understanding.
33. To acquire skill in how to use a dictionary, an encyclopaedia, a map, an atlas, a library card catalogue, and index, a yearbook.
34. To acquire skill in how to read simple graphs, pictorial graphs and cartographs, percentages and statistical tables.
35. To acquire skill in how to outline Social Studies material to prepare good oral or written reports.
36. To acquire skill in how to do committee work.
37. To acquire skill in how to take part in a Social Studies discussion.
38. To acquire skill in how to use Parliamentary procedure.

#### SOCIAL STUDIES 20 (1960)

#### SPECIFIC OBJECTIVES:

1. To give an understanding of the chief movements of the past few centuries which have shaped our modern world.
2. To develop a "Modern" concept to the period from 1500 A.D.
3. To develop the story of the struggle to achieve democratic rights.





4. To develop an understanding of the meaning of nationalism as an active force in history and influence in the world of today.
5. To develop an understanding of how imperialism caused westernization.
6. To develop an appreciation of scientific and artistic progress.
7. To develop a background knowledge for understanding of present-day problems of security.
8. To develop an active and intelligent interest and understanding of world affairs.

SOCIAL STUDIES 30 (1960)

SPECIFIC OBJECTIVES:

1. To further enhance the ideals of citizenship.
2. To introduce general concepts concerning Canada and its changing position in the world.
3. To provide a thorough knowledge of the geography of Canada.
4. To provide a basis for understanding the making of the Canadian nation.
5. To develop knowledge of Canadian constitutional development for deeper appreciation and wider understanding of Canada as a democratic nation.
6. To give a background of basic information for understanding the present economy of Canada.
7. To develop the concept that democracy is a way of life.
8. To develop an acquaintance with the ethnic pattern of Canada and with its developing culture.
9. To develop an interest and an understanding of major problems of current world affairs.



## SOCIAL STUDIES 32 (1960)

SPECIFIC OBJECTIVES:Attitudes and Understanding.

1. To develop in the student an appreciation of his place as a citizen and shareholder in the Province, to assist him in recognizing the opportunities thus afforded him, and to encourage in him a willingness to accept his share of responsibility.
2. To increase the understanding of the relationships which exist between man and his surrounding as applied to British Columbia and elsewhere.
3. To help gain a practical appreciation of the place of conservation in assuring the future of the Province.
4. To promote a sympathetic understanding of the peoples living in the various regions and communities in British Columbia and to give a broader understanding of peoples living in adjacent and similar regions.

Skills and Information

5. To give a thorough knowledge of the physical and human geography of British Columbia and its relation to the Pacific Northwest and the rest of the world.
6. To provide a further experience in the practical application of the principles of geography.
7. To develop increasing skill in the use of maps, globes, charts, and geographic data.
8. To acquaint the student with new fields of opportunity so that he may be better able to choose his life work.
9. To show how communities in British Columbia, Canada, and the World are commercially dependent upon one another.

## SOCIAL STUDIES 33 (1960)

SPECIFIC OBJECTIVES:

1. To broaden the understanding of the relationship between man's environment and his economic activities.





2. To develop an appreciation of the extent to which peoples of the world have become economically interdependent.
3. To create a sympathetic understanding of economic problems of the people of other lands.
4. To train students in the use of maps, globes, and reference books and in the interpretation of data found in graphs and statistical tables.
5. To awaken a greater pride of citizenship through knowledge of Canada's achievements in the economic field.
6. To develop an understanding of the cause of variations in the relative length of day and night, and the effect of the variations on climate.
7. To develop an understanding of the factors determining the principal wind systems, and the effects of the predominant winds on the distribution of rainfall.
8. To show that climate, so important in shaping human activities, is influenced by a number of different factors.
9. To develop an understanding of the importance of surface features to man's activities.
10. To show that the world may be divided into natural regions with similar geographical conditions, similar reactions on the part of vegetable and animal life, and in many cases similar reactions on the part of human life.
11. To develop an understanding of the factors contributing to conspicuous differences in distribution of population, with special attention to the factors determining the location of large cities.
12. To familiarize students with the chief commodities of the world, the conditions favourable to their production, and the most important production areas.
13. To provide a knowledge of the chief sources and uses of the most important commodities entering into international trade.
14. To emphasize the importance of science in world production.
15. To draw special attention to the production of Canada and of British Columbia.
16. To develop a general knowledge of the factors that determine the location of manufacturing activities, with special reference to a few representative industries.



17. To give knowledge of the degree of industrialization in various countries of the world, together with their chief manufacturers and manufacturing centres.
18. To develop familiarization with the manufacturing industries of Canada and British Columbia and the special problems associated with them.
19. To develop an understanding of the importance of geographical concentration of industry and geographical division of labor as a basis of trade.
20. To illustrate the connection between growth of trade and the spread of industrialization.
21. To develop an understanding of the factors that are either favourable or unfavourable to trade.
22. To develop familiarization with the chief trade centres of the world and the factors that have contributed towards their growth.
23. To explain the reasons for Canada's eminent position in foreign trade, and to make a study of the domestic and foreign trade of the country.
24. To show the extent to which specialization in industry is dependent upon transportation.
25. To deal with the various means of transportation, and to appraise them in terms of their economic value.
26. To familiarize the students with the most important trade routes and their relative importance in world commerce.
27. To impress on the students Canada's strategic position in air transportation.
28. To develop familiarization with the position, extent, population, economic development, principal cities, and trade of each of the major political units of the world.



# Appendix C

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## SOCIAL STUDIES X, XI, XII (1950)

## GENERAL OBJECTIVES:

Abilities.

1. To promote the growth and development of intelligent, responsible, socially-conscious citizens.
2. To gather material, organize data and relate facts.
3. To observe, recognize and interpret the environmental factors affecting the life of the community, of the nation and of the world.
4. To understand community, national and world problems, and to think critically and objectively about such problems.
5. To appreciate the contributions of science to the solution of social problems.
6. To appreciate the qualities of thought and character of men and women who have made substantial contributions to human welfare.
7. To read intensively material for study; and to read rapidly material for "skimming".
8. To use a library and study source material.
9. To use and interpret maps, charts, graphs, globes and other such means of study.
10. To organize material for a given purpose; and to make records and reports in good form, and with due regard for accuracy and effective expression.

Attitudes.

11. To develop tolerance and respect for other persons, peoples and nations.
12. To show willingness to submit to the will of the majority, and respect for the rights of a minority.
13. To show respect for the rights of others.
14. To develop alertness to civic and social responsibilities and willingness to respond with appropriate action.
15. To show loyalty to group effort.



16. To develop open-mindedness and respect for facts in the study of social problems.
17. To develop a desire for Canadian unity.
18. To develop loyalty to British constitutional government.

#### SOCIAL STUDIES X (1950)

##### SPECIFIC OBJECTIVES:

1. To provide means to discover the origins of society in the early age of primitive man.
2. To study the general development of our culture to the end of the period of building colonial empires.
3. To see how certain geographical and economic factors have influenced mankind to develop from primitive wandering tribes into great national states.

#### SOCIAL STUDIES XI (1950)

##### SPECIFIC OBJECTIVES:

1. To give an understanding of the development of modern society.
2. To develop knowledge of the theory, instruments and practice of democracy.
3. To discuss and to have practice in formulating and analyzing the principles and problems of democratic government.
4. To provide instruction with respect to the technique of scientific thinking, the elementary procedures of statistics, popular errors in reasoning, and the tricks of propaganda.
5. To develop growth in democratic appreciations, understandings and attitudes.
6. To further develop skill in presenting data in written and oral form.
7. To develop skill in gathering data from charts, graphs, statistical tables, books, films, broadcasts, lectures, forums, and panel discussions.
8. To maintain skills in using library facilities.





SOCIAL STUDIES X (1961), SOCIAL STUDIES XI (1962) AND  
SOCIAL STUDIES XII (1963)

GENERAL OBJECTIVES:

Understandings.

1. To provide an understanding of the development of civilization of which Canadian young people are a part and some impressions of other cultures both contemporary and past.
2. To acquire an understanding of the broad framework of world history.
3. To promote the growth of informed individuals and responsible citizens.
4. To provide a body of sound factual knowledge and awaken a consciousness of chronological sequences of events in human history.
5. To promote an understanding of how the present has grown out of the past.

Abilities.

6. To gather material, organize data, relate facts, and present reasoned arguments.
7. To observe, recognize, and interpret the environmental factors affecting the life of the community, of the nation, and of the world.
8. To identify and attempt to understand community, national, and world problems, and to think objectively and constructively about such problems.

Skills.

9. To read intensively material for study; and to read rapidly material for skimming.
10. To make effective use of library resources.
11. To use maps, charts, graphs, globes, and other aids to study.
12. To make records and reports in good form, with due regard to accuracy and effective expression.



Attitudes.

13. To develop respect for the rights and beliefs of other persons, peoples, and nations, both past and present.
14. To develop willingness to accept the will of the majority, and to respect the rights of a minority.
15. To develop alertness to civic and social responsibilities, and willingness to respond with appropriate action either individually or co-operatively.
16. To develop open-mindedness and respect for facts in the study of social problems.
17. To develop a vital interest in preserving democratic government, promoting national unity, and advancing international peace and co-operation.
18. To develop appreciation of the qualities of thought and character of individuals and groups who have made substantial contributions to human welfare.
19. To develop honesty and an integral part of the student's character and reflected in the sincerity and intent with which he carries out his daily assignments.



# CHAPTER 10: THE COGNITIVE DOMAIN

## 10.1 INTRODUCTION

- 10.1.1 The Cognitive Domain
- 10.1.2 The Cognitive Domain in the Curriculum
- 10.1.3 The Cognitive Domain in the Classroom
- 10.1.4 The Cognitive Domain in the Assessment
- 10.1.5 The Cognitive Domain in the Research

## 10.2 THE COGNITIVE DOMAIN

- 10.2.1 The Cognitive Domain
- 10.2.2 The Cognitive Domain in the Curriculum
- 10.2.3 The Cognitive Domain in the Classroom
- 10.2.4 The Cognitive Domain in the Assessment
- 10.2.5 The Cognitive Domain in the Research

## APPENDIX D

### COGNITIVE DOMAIN

## 10.3 THE COGNITIVE DOMAIN

- 10.3.1 The Cognitive Domain
- 10.3.2 The Cognitive Domain in the Curriculum
- 10.3.3 The Cognitive Domain in the Classroom
- 10.3.4 The Cognitive Domain in the Assessment
- 10.3.5 The Cognitive Domain in the Research





## CATEGORIES AND SUBCATEGORIES OF THE COGNITIVE DOMAIN

## KNOWLEDGE

- 1.0 Knowledge
  - 1.1 Knowledge of specifics
  - 1.2 Knowledge of ways and means of  
dealing with specifics.
  - 1.3 Knowledge of the universals and  
abstractions in a field.

## INTELLECTUAL ABILITIES AND SKILLS

- 2.0 Comprehension
  - 2.1 Translation
  - 2.2 Interpretation
  - 2.3 Extrapolation
- 3.0 Application
- 4.0 Analysis
  - 4.1 Analysis of elements
  - 4.2 Analysis of relationships
  - 4.3 Analysis of organizational principles
- 5.0 Synthesis
  - 5.1 Production of a unique communication
  - 5.2 Production of a plan, or proposed set  
of operations
  - 5.3 Derivation of a set of abstract relations
- 6.0 Evaluation
  - 6.1 Judgments in terms of internal evidence
  - 6.2 Judgments in terms of external criteria



## APPENDIX E

### AFFECTIVE DOMAIN





## CATEGORIES AND SUBCATEGORIES OF THE AFFECTIVE DOMAIN

- 1.0 Receiving (attending)
  - 1.1 Awareness
  - 1.2 Willingness to receive
  - 1.3 Controlled or selected attention
- 2.0 Responding
  - 2.1 Acquiescence in responding
  - 2.2 Willingness to respond
  - 2.3 Satisfaction in response
- 3.0 Valuing
  - 3.1 Acceptance of a value
  - 3.2 Preference for a value
  - 3.3 Commitment (conviction)
- 4.0 Organization
  - 4.1 Conceptualization of a value
  - 4.2 Organization of a value system
- 5.0 Characterization by a Value or Value Complex
  - 5.1 Generalized Set
  - 5.2 Characterization











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